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ABSTRACT

This document consists of the seven issues of a newsletter concerned with Hawaiian Community Colleges published during 1997. Issue 1 discusses the Maui College Telethon and includes personal stories of academic success. Issue 2 examines distance education and includes descriptions of new programs and facilities for various Hawai'i colleges. Issue 3 discusses how international agreements foster goodwill, the role of the Internet in education, and the shared responsibility of retention. Issue 4 describes the new solar-powered aircraft and Kaua'i Community College's role in assisting NASA with its development. It also includes personal profiles of success and accounts of student participation in community service. Five describes Maui Community College's new "ecocottage," and announces the recipients of teaching awards. Six describes the garden at Kaua'i Community College, which was created to help retrain sugar workers and has resulted in a training program that will benefit the diversified agriculture effort. Issue 7 describes the opening of a new building at Windward Community College and the creation of new programs at Honolulu Community College. (YKH)

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The University of Hawaii

Community Colleges

Volume 32
1997

Hawaii University, Honolulu
Community College System

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JC 980 159

The University of Hawai'i

Community Colleges

Volume 32, No. 1 • January 1997

Maui Community College Telethon: A Creative Response

Story by Mona Stevenson

In the fall of 1995, continuing budget cuts and the need to meet the operational cost of an expanding enrollment and two new buildings prompted Maui Community College to seek creative solutions to its fiscal challenges.

In addition to operational increases, innovative solutions were needed to help students facing the first round of tuition increases.

With more cuts imminent, Provost Clyde Sakamoto and Maui CC Producer/Director Mike Albert, a former KITV employee and a veteran of ten telethons, began exploring the possibility of a telethon. Maui CC is the only college in Hawai'i with its own cable channel that reaches more than 40,000 Maui County residents. Why not utilize its potential, they reasoned.

By August 1995, Maui CC's first Telethon for Higher Education was a go for November. Under the leadership of Maui County Budget Director Georgina Kawamura and Bank of Hawai'i Vice President Susan Takeda, who are members of the campus and Provost's Advisory Committee, the event began to take shape.

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Facing the Realities of Our Future

– Joyce S. Tsunoda
Senior Vice President and
Chancellor for Community Colleges

As we begin a new year, the Year of the Ox, our "thirty something" UHCC System must face certain realities. First, we have a lot of competition. Multi-state proprietary institutions clearly recognize and target a niche market of working adults. Their scheduling, their ease of registration, and their "credit for life experience" policies appeal to working adults, who are willing to pay the premium price because of perceived value—or return on investment. While we may not wish to emulate all the policies of such institutions, we clearly need to learn from their success and to consider how our own institutions might be more entrepreneurial.

A second reality concerns the methods of instructional delivery. Just as the arrival of mainland wholesalers impacted the retail business here in Hawai'i, the technologies of Distance Education are proving to be the proverbial two-edged sword. Distance Education is making instruction available to many students who might otherwise have no means of accessing such instruction—the geographically distant, the homebound, parents of young children, shift workers, as well as those who seek the convenience of flexible class schedules. But Distance Education is raising all sorts of new issues for us—from concerns over intellectual property rights to cautions about verifying student identity and the perceived loss of "the human touch." The complexities are many; but they are not insurmountable. Clearly, some policies will need to change. Representatives from student services, instruction, and administrative affairs are meeting as the UHCC Distance Education Committee to pursue these complex issues. We are not alone. The same concerns exist nationwide in higher education. But we cannot sit on the sidelines, waiting for "someone, somewhere" to wave a magic wand and resolve all the difficulties. We must move ahead, as best we can, in good faith—and we must maintain open channels of communication concerning progress.

A third reality is that of higher education moving its institutional behavior toward operating as a business. Every corporate entity, from the "Mom and Pop" operations seeking small business loans to the largest Fortune 500 companies, knows that possession of a Business Plan is the necessary first step to attracting investors. Our University is no different. If we hope to attract students, faculty, research dollars, legislative support, and of course, taxpayer support, we must have a clearly articulated plan. Our University Strategic Plan defines the complex nature of our 10-campus system and the differentiated missions among the 10 campuses for the next 10 years. During my 1996 campus visits, I shared our strategic plan with you, focusing in particular on the future of our UH Community College System. And each of your provosts, in turn, has supervised development of a campus strategic plan which "nests," respectively, within the UHCC and UH System plans.

Our community colleges have a history of flexibility; if anyone can cope with change, we can. Yet, taking our cue from the astrological Ox whose year we celebrate, we must be stubborn about one thing—maintaining our mission. In our ongoing efforts to provide access with quality, possible changes to the way we do business may include extended hours for registration and/or instruction; increased use of technology in both instruction and student services; increased flexibility of credit and non-credit instruction, and increased cooperative efforts between institutions. Roles will be redefined for all of us, instructional as well as support personnel, with a greater emphasis on our responsibilities as facilitators of learning.

In short, WE MUST CHANGE THE WAY WE DO BUSINESS. Whether we like it or not, the reality of our situation is that we must operate more and more as a business—with an eye on the bottom line. My New Year's resolution is that these changes will start at the UHCC administrative level. But this change is true for faculty as well as administration. When you come together with your colleagues at the March 7 Excellence in Education Conference, you will have the opportunity to discuss such changes in your discipline-based colloquia. I look forward to the opportunity for dialogue, and for learning the outcomes of these sessions.

Happy New Year!

Joyce S. Tsunoda

Higher Education Gets a Marketing BOOST from DBEDT

YOU'VE HEARD ABOUT "ECO-TOURISM" AND "HEALTH-TOURISM." NOW HERE'S A NEW PHRASE, "EDU-TOURISM" OR EDUCATIONAL TOURISM, THAT HAS BROUGHT HIGHER EDUCATION TO THE FOREFRONT OF THE STATE'S TOURISM MARKETING CAMPAIGN.

Aston Hotels and
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Taking time out to pose in front of their "edu-tourism" booth at the 1996 World Travel Fair in Tokyo, Japan, are (from left) DBEDT Industry Branch Chief Dennis Ling, Kapi'olani CC Japanese Business, Language and Culture Coordinator Izumi Matsumoto, UH Mānoa Summer Session Associate Dean Peter Tanaka, Kaua'i CC Community Services Director Bobbie Bulatao-Franklin, HVCB Asia/Pacific Marketing Specialist June Ogawa and DBEDT Director Seiji Naya.

In its efforts to expand the state's image beyond a "sun, sand, and surf" destination, the Department of Business, Economic Development and Tourism (DBEDT) invited Hawai'i's post-secondary educational institutions to participate in the image-marketing campaign, "Hawai'i: Your Learning Destination," at the 1996 World Travel Fair in Tokyo, Japan.

Representing the University of Hawai'i system at the World Trade Fair on Dec. 6-8 were Kaua'i CC Community Services Director Bobbie Bulatao-Franklin, Kapi'olani CC Japanese Business, Language and Culture Coordinator Izumi Matsumoto, and UH Mānoa Summer Session Associate Dean Peter Tanaka. The UH representatives joined the other 38 Hawai'i Visitors and Convention Bureau booth tenants at the Big Site Conference Center in Tokyo, Japan, to promote the best of what Hawai'i had to offer.

For the UH Community Colleges, this fair proved a perfect venue for promoting the colleges' many unique, short-term program offerings, which combine sightseeing with business, cultural, technical, and specialized educational enhancement for those interested in learning while visiting Hawai'i. "Traffic at our eco-tourism booth was very high," Bulatao-Franklin said of their shared space. "We were able to distribute a multitude of information on all of the campuses within the UH system."

The World Travel Fair also gave UH representatives an opportunity to show fair attendees another view of Hawai'i—not only of the beauty and safety of Hawai'i's environment, but as a setting where educational opportunities abound. "With Peter's and Izumi's fluency in Japanese, we had no problem communicating to the Japanese people about all the great educational programs offered at the various UH campuses," Bulatao-Franklin said.

The trip to Japan also gave Bulatao-Franklin an opportunity to visit Chiba Keizai College, one of Kaua'i CC's Aloha Study Tour Program participants. While at Chiba Keizai College, she was able to finalize plans with college officials for another Aloha Study Tour Program to Kaua'i CC scheduled for February and March of 1997.

Upon her visit to Chiba Keizai College in December, Kaua'i CC Community Services Director Bobbie Bulatao-Franklin (front row, third from left) receives a welcome reception from the 1996 Aloha Study Tour students and college staff.

Employment Training Center's Project Pueo Soars to Success

by Tom Doi

Project Pueo once again will stretch its wings and soar over the Ko'olaus to provide the opportunity for high school students to learn and acquire technical skills in various vocational education training programs.

This semester, Project Pueo is fortunate to have four outstanding instructors at the Windward program. Matsuo Okamoto will be restoring the land that had been consumed by massive weeds. And Chef Lloyd Yokoyama will be teaching students how to prepare European desserts. Meanwhile, Honolulu CC's Milton Tadaki and ETC's Joseph O'Brien will team teach the Auto Body Repair and Painting class. Students also will have the added benefit of superb guidance and counseling from Laura Paul, Jon Shishido and Tom Nishi. In addition, guest counselors will present enrichment workshops for the students to help them pursue their educational goals.

Project Pueo is a collaborative effort between the Windward District of the Department of Education and the Employment Training Center of the University of Hawai'i Community Colleges. Primarily funded through a federal Carl Perkins Grant, the Pueo Project provides "at risk" high school students with an alternative to the usual educational curriculum offered at a high school. For example, real life situations such as the construction of a tool box or the reduction of a cookie recipe are utilized in order to help students grasp the relevance of Applied Mathematics. For many of the students, Project Pueo is their stepping stone into college.

Project Pueo is coordinated by Tom Doi with technical and administrative support from Keith Hui and Monica Yamauchi.

For more information about Project Pueo, contact Tom Doi at 832-3695.

Brief Notes...

NEH Summer Institute: The Maya World

A six-week summer institute supported by the National Endowment for the Humanities will be held on-site in Guatemala, Chiapa, and Yucatan, June 8 to July 19. Participants, who must be full-time faculty, will receive substantial allowance toward travel and lodgings, plus a stipend of $600. The application deadline is March 1. Application forms are available from David A. Berry, Executive Director of the Community Colleges Humanities Association, (daberry@email.njin.net).

Excellence in Education Colloquium

The University of Hawai'i Community Colleges' Excellence in Education Colloquium will be held at various sites throughout the eight campuses on Friday, March 7, 1997. The theme for this year's colloquium is "Innovations in General Education, and Retention—As They Impact Our Disciplines and Services." The colloquium will bring together academicians from various disciplines to discuss and explore the progress made in general education and distance education, as well as plan for the future.

This system-wide colloquium is being coordinated by the Deans of Instruction and the Deans of Student Services. For more information or registration forms, contact your Dean of Instruction or Dean of Student Services.

WAC Institute

Kapi'olani Community Collge will be sponsoring the 11th annual Community College Writing-Across-the-Curriculum Institute (WAC), which will run for three weeks from May 19 to June 6, 1997. Contact your Dean of Instruction for an application to attend the WAC Summer Institute.

Leeward CC Reaches Out Internationally

Representing the UH Community Colleges at a signing ceremony in Australia, Leeward CC Provost Barbara Polk (right) signs the formal international agreement between Leeward CC and The Royal Melbourne Institute of Technology (RMIT), with Director of International Programs David Wilmouth representing RMIT.

Leeward Community College is widening its reach internationally as it takes the lead in two international agreements. The Royal Melbourne Institute of Technology (RMIT) and the Okinawa Women's Junior College (OWJC) officially became part of the UH Community Colleges' international family when agreements were signed in November 1996.

The day you were eating turkey and otherwise celebrating Thanksgiving, Provost Barbara Polk was in Australia signing the formal agreement between The Royal Melbourne Institute of Technology and Leeward Community College, on behalf of the UH Community Colleges. This agreement commits Leeward CC to seeking cooperative activities including student, faculty and staff exchanges, development of joint programs, exchange of academic information, and development of cooperative teaching ventures using video-conference and electronic mail.

While in Melbourne, Polk spent much of her time at RMIT's College of Business. Although much of RMIT's campus is spread out in downtown buildings over several city blocks and branch campuses in suburban areas, the College of Business is self-contained in a 17-story building in the center of downtown Melbourne. Polk said the business college building has its own admissions office, cafeteria, recreation room and lounge, library, and even a few dorm rooms, as well as numerous computer labs, classrooms, and offices for faculty and administrative staff. "I think it would be a very exciting atmosphere for our students who might study there," Polk said about the future prospects of linking the Leeward CC Office Administration and Technology program with its counterpart at RMIT.

While Polk was in Melbourne, the international agreement with Leeward CC's other international partner, the Okinawa Women's Junior College (OWJC), was being officially signed in Okinawa, with Chancellor Joyce Tsunoda representing the UH Community Colleges. The agreement with OWJC includes student and faculty exchanges on a short-term basis, mainly in the area of English as a Second Language training.

Governor's Statewide Conference on Volunteerism

The Governor's statewide conference on volunteerism, "Forging the Creative Cooperative—Business, Government, Community," will be held at the Hilton Hawaiian Village Coral Ballroom on March 5 and 6, from 8 a.m. to 5 p.m. Keynote speakers at the conference include: Jeremy Rifkin, international economist and author of the national best-selling book, *The End of Work;* and Terry Pickeral, of the Campus Compact National Center for the Community Colleges. For conference brochure, contact Atina Pascua, director of Hawai'i Campus Compact, at 956-6461. Cost of the two-day conference is $60, which includes lunch.

Diversity and Equity Grants

Funds in the amount of $100,000 from the Office of the President are available for projects that promote diversity and equity at any campus of the University of Hawai'i. Individuals and committees of students, staff, and faculty may apply for these grant funds. Please inform your students, staff and faculty of this grant competition.

For guidelines and application forms for submitting a grant proposal, please contact Vice President Doris Ching at 956-8753 or (vpsa_ching@mvax.mso.hawaii.edu), or Dr. Amy Agbayani at 956-4567 or (agbayani@hawaii.edu).

ASDP Summer Institute

The Asian Studies Development Program is sponsoring two summer institutes at East-West Center. The first, Institute on Cultures of Southeast Asia (June 9-July 11) is for humanities and social science faculty and will focus on Southeast Asian history, cultures, and societies. Participants will receive a $250 stipend. The application deadline is March 1. The second, Institute on Infusing Asian Studies into the Undergraduate Curriculum (July 21-Aug 9), will focus on the cultures of China and Japan, strategies for teaching about Asia, and institutionalizing Asian studies. There is a $200 fee for materials and program costs. The application deadline is March 1.

PROFILES IN SUCCESS

Spotlight on Successful Community College graduates.

Police Chief Michael Nakamura

HONOLULU CC GRADUATE RETURNS TO THE CLASSROOM

After serving more than 25 years on the police force, Honolulu Police Chief Michael Nakamura is not about to slow down his pace. He's finding new and challenging ways to direct his energy. And, you ask, what can be more energy-sapping and challenging than overseeing a police department with a multi-million dollar budget and approximately 2,000 police officers and civilian employees? Well, some faculty members might say that keeping a classroom of young adults interested in what you're teaching is just as challenging, if not more so.

For Chief Nakamura, he's about to find out how challenging a classroom can be. And not as a student but as a teacher. Starting this semester, Nakamura will teach a course that he's very familiar with—the criminal justice system. "I've never had a position as a lecturer, but I think I'll enjoy the experience and interaction with the students," he says about his new lecturer appointment at Honolulu Community College.

Nakamura brings more than his knowledge of the criminal justice system to the classroom. He also brings his life experiences. Growing up in the Kalihi area, he understands how difficult it can be to stay on track. As a teenager attending Farrington High School back in the 1960s, Nakamura says he wasn't interested in making good grades and focused most of his energy on sports and athletics. "I'm the first to admit that I wasn't a very good student in high school, but look at me now," he says smiling about his highly visible job as Honolulu's chief of police. "There's always something you can give back to society—something positive."

So, how did Nakamura arrive at this high point in his law enforcement career? Interestingly, it started with a dual commitment to Honolulu CC and the police department more than two decades ago. As a young police officer, he worked the midnight shift at the dispatch bureau until 7 a.m.; then, after work, he drove straight to Honolulu CC to attend his classes. "I would park my car under a shady tree and catch a short nap before my first class," he says laughing. "Usually, I got up in time for my classes."

For the next three years, this routine became a way of life for Nakamura until 1973, when he received his Associate in Science degree in criminal justice at Honolulu CC. He later continued his education at Chaminade University where he received his bachelor's degree.

Meanwhile, back at the police department, Nakamura was quickly moving up the ranks—first to sergeant in 1976, followed with a promotion to lieutenant in 1982, then to captain in 1986. Finally in 1990, he was selected by the Police Commission to be the Chief of Police for the Honolulu Police Department.

"People were surprised by my selection,"

he says smiling. Nakamura believes he was selected because he didn't have any political connections, or so-called cliques with any particular departments. "I was just an individual who did his job," he says.

Today, Nakamura is probably the most visible police chief Honolulu has ever had. And, he wouldn't have it any other way. In addition to his administrative duties, Nakamura's days are filled with personal appearances at non-profit organization, police and community events, as well as visits to many of Hawaiʻi's public and private schools. But, his all time favorite community service activity is reading to young children as part of the "Read to Me" program.

"I tell my secretary, 'if there's a conflict in my schedule, I would rather read to the kids,'" he says. "I know I'm doing a good job of reading when I see the teachers in the back of room crying at the end of *I Will Love You Forever,* or laughing at *Horton Hatches an Egg.*"

As for his future, you can bet that you'll see more of Nakamura as he continues to spread the police department's goodwill around Oʻahu's communities.

After reading to the children of St. Mary's Angels at Play Preschool and Kindergarten, Police Chief Michael Nakamura and the class of four-year-old preschoolers take time out for pictures.

Dr. Melinda Domenden Santhany:

KAUA‘I'S PRIDE AND JOY

When Melinda Domenden graduated as the salutatorian of Kapaʻa High School Class of 1982, Kauaʻi's small-town community rang out with joy. "People would say to me, 'Melinda, what are you going to do now? You should go to a mainland school,'" says Dr. Melinda Domenden Santhany as she reflects back on her celebrity-like status. "There was a lot of pressure for me to leave the island and go off to a mainland college," she says about people's expectations.

But for Santhany, leaving Kauaʻi was out of the question. Her close relationship with her parents and the high cost of a mainland college education were big enough reasons for her to stay at home. "I didn't want to spend a lot of money going to a mainland college when I didn't even know what I wanted to do with my life," she says. After researching many colleges in Hawaiʻi and on the mainland, she found that Kauaʻi CC offered a very good, basic education, which she described as "similar to a larger college but less expensive."

She believes the decision to attend Kauaʻi CC was the right choice for her at the time. While at Kauaʻi CC, Santhany says she was able to grow as a person, find her own individuality and make her own decisions. She received a lot of nurturing and guidance from the faculty at Kauaʻi CC. In fact, the science instructors were the ones who first planted the thought in Santhany's head that she could be a doctor. "They thought I had great potential and really encouraged me to go for it," she says fondly of her teachers.

After graduating from Kauaʻi CC with an Associate in Arts degree, Santhany entered the University of Hawaiʻi at Mānoa where she majored in biology. Earning a bachelor's degree in biology, she continued on to the John A. Burns School of Medicine where she was awarded her Doctor of Medicine degree (M.D.).

Years of study and hard work finally came to fruition with a promising career in pediatrics. Currently, Santhany splits her time between the Waiʻanae Coast Comprehensive Clinic and the Healthy and Ready to Learn Center at Ewa Beach. Yet, as her career takes off, she hasn't forgotten her roots. "If I didn't find this position in Waiʻanae, I probably would have returned to Kauaʻi," she says. "My intentions were to practice medicine in a small town like this Waiʻanae community. It reminds me of Kauaʻi where everybody knows everybody."

As she sweeps her hand across the horizon looking down at the lovely Waiʻanae Coast below, she says with a smile, "look at this gorgeous view, you can't help but fall in love with this place."

Working with Students with Disabilities

Dr. Jane Jarrow, president of Disability Access Information and Support, gave a series of Staff Development workshops on "Understanding and Appropriately Responding to Disabilities" during a week-long tour of all Community College campuses. The following are tips from Dr. Jane Jarrow.

- Remember, students with disabilities are protected from discrimination under Federal statutes (Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990). These statutes are civil right laws requiring that there be equal access to (in this case) all educational opportunities for any qualified student, regardless of their status as disabled.
- As a general rule, decisions regarding what accommodations are provided on a day-to-day basis are made by the designated service provided with input and advice from faculty; decisions regarding curricular modification are made by faculty with input and advice from service providers. In either case, there should be a clearly established policy for how someone (student, faculty, service provider) goes about questioning a decision and who will have the final authority in such disputes.
- Individual faculty members do not have the responsibility of verifying the legitimacy of a disability-related request from a student and should not have the need. There is some office or individual on each campus charged with collecting documentation of disability for students and verifying that the documentation is complete and comes from an appropriate source. Individual faculty only need to know that the student making the request has gone through the designated channels in order to be assured of the legitimacy and appropriateness of the requested accommodation.
- There will be times when faculty question the appropriateness of an accommodation that has been determined appropriate by the designated "expert." Such questions may revolve around the way an accommodation might impact on how this particular course is generally taught or around critical skills needed in the field of which the expert is unaware. It is never inappropriate for a faculty member to ask about a stated accommodation, but those questions should be directed to the service provider who prescribed the accommodation, not to the student. Students are easily intimidated into giving up their right to accommodation, although that may not have been your intent in raising the question. If a student forgoes accommodation and later requests consideration because they did not have the access that should have been provided, it complicates the situation for everyone involved.
- When establishing eligibility criteria and technical standards, be sure you are basing those standards on what the individual must be able to do, and not on the status of not being disabled. For example, if all students enrolling in the Voyaging course at Windward CC must demonstrate the ability to swim a minimum of one mile, then that should be the stated eligibility requirement for the course. There would be legitimate concern about the safety of a student with a severe physical disability being able to participate in the activities of the course.

  You may not say, "students with physical disabilities are not eligible for participation."

  You may say, "Students who wish to participate in this course must demonstrate the ability to swim a minimum of one mile without stopping for rest." Then you test every student enrolling in the course to assure that they meet this criteria. A student with a severe physical disability who is unable to swim one mile because of that disability will be excluded from participation. That exclusion, however, is based on the individual's inability to meet a legitimately established eligibility criteria for the course; the fact that this student has a disability is not pertinent to the decision regarding participation.
- Student records regarding disability are considered confidential information and are not open for inspection by faculty. However, faculty should not feel constrained from talking with students about their disability-related needs. While polite society frowns on asking questions regarding disability strictly out of curiosity, you might be able to help more or suggest other accommodations or strategies if you better understood the nature of the problem. Don't be afraid to ask the student. Some students with disabilities are very articulate in explaining what they need and why. Others are not nearly so verbal or confident. Remember, however, that regardless of their ability and willingness to discuss the disability, you are required to provide appropriate accommodation.

Spotlight on Staff Development

by Cammie Matsumoto,
Staff Development Coordinator

Thoughts for [illegible]

Happy New Year and thank you for positively impacting our students!

The following message comes to us from Otome Myers, a recently retired professor of Psychology at Windward Community College, who found this message hanging on a wall in a childrens' home in Calcutta where she attended a world conference. The childrens' home, Shisu Bhavan, is supported by the work of Mother Teresa.

People are unreasonable,
illogical, and self-centered
Love them anyway

If you do good, people will accuse
you of selfish, ulterior motives
Do good anyway

If you are successful, you win
false friends and true enemies
Succeed anyway

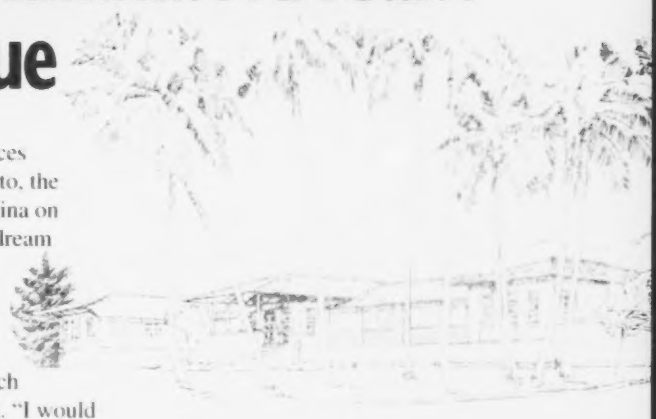
Honesty and frankness
make you vulnerable
Be honest and frank anyway

What you spent years building may
be destroyed overnight
Build anyway

People really need help but may
attack you if you help them
Help people anyway

Give the world the best you have
and you'll get kicked in the teeth
Give the world the best you've got
anyway

Hale Kuhina: A Dream Come True



For Community Services Director Roy Fujimoto, the opening of Hale Kuhina on the Windward campus is a dream come true. It's a dream that first came to him in 1981, when he first thought of using the old 65-year-old State Hospital building which was abandoned by Habilitat. "I would drive by that building every day and thought it would make a nice home for our community service program," he said.

However, many years of neglect and damage from Hurricane Iwa almost wiped out his dream. "You should have seen it," he said of the original structure. "It was literally falling apart." Yet, despite all the problems with the building, he continued to pursue his dream. By 1993, all the building plans were finalized and the renovation project finally started to take shape. Today, Fujimoto stands proudly in the new facility.

The new building features an audiovisual multi-purpose room, a professional kitchen for cooking demonstrations and classes, and two computer labs, including the noted Matsuda Center. Plus, for outdoor activities, there is an amphitheater and patio that can be used for music concerts, performances and other community activities.

Now, with the proper facilities and tools in place, Fujimoto said that he's extremely excited about the future. "Scheduling wise, we can plan ahead and count on having the classroom space to conduct our courses," he said. "We'll be able to increase the variety and number of courses being offered, too."

But, for Fujimoto, the best reward in having this new building is seeing the reaction of all the people visiting the facility for the first time. "When I see their eyes widen with excitement," he said, "I know we did the right thing, even though it took us almost 12 years to do it."

Inside Hale Kuhina's multi-purpose room stands Community Services Director Roy Fujimoto.

Donor Spotlight

Intel Donates
Pentium Computers to HCC Seniors Program

by Brenda Hicks

In mid-1996, Honolulu Community College's SeniorNet Learning Center received five IBM compatible Pentium computers valued at approximately $15,000 from the Intel Corporation. The computers arrived just as students were creating their own "SeniorNet C@fe" web page, the first of its kind in the country.

The SeniorNet Learning Center held an open house and created quite a stir in the community and in the media. After all, computers are for the new generation, aren't they? Defying this stereotype, the senior adults at HCC happily demonstrated their skill for the visitors.

Working together to write a proposal to Intel more than a year ago were Walter Chun and Adrienne Kamaura of the Emeritus College staff, and volunteers Jennie Tyau and Billie Piianaia. Getting all the information required for the application and proposal was a laborious process, and the group was disappointed when their proposal was not selected initially by Intel. People at SeniorNet, a national organization for people 55 and over who are interested in using computer technology, later urged a resubmission. Again, the HCC program was not selected.

But Intel agreed to a third round of proposals, and the old proposal was dusted off by the national SeniorNet personnel and submitted. The unique feature of the HCC proposal was the creation of the web page. The innovative group of seniors in Honolulu were already working on this, even though they had only limited access to the needed equipment.

With these new Pentium computers, the Emeritus College students can "go surfing" on the Internet, e-mail their friends around the world, and otherwise learn about and enjoy all the things the latest technology brings right to their fingertips.

Intel Corporation is an industry leader in the design and manufacture of complex integrated circuits ("silicon chips"). The Santa Clara, California company began in 1968 and now markets its products worldwide.

SeniorNet member Irene Nakamura (left) assists a visitor to the open house held last August at Honolulu CC's Matsuda Center.

Leeward CC

Leeward's Richard Mercado Receives Top Honor

Leeward Community College's building maintenance worker Richard Mercado received the UH President's Award for Excellence in Buildings and Grounds Maintenance in a December 11 ceremony at the Manoa campus.

Mercado received numerous endorsements from the Leeward faculty and staff in support of his nomination. Some called attention to his creative problem-solving and imaginative use of recycled materials, while others sent photographs of his accomplishments such as the wheelchair access adaptations, open-air benches, student services windows and improved dining facilities. But mostly, they praised Mercado's focus on trying to help them do their jobs better.

Mercado has worked at Leeward Community College since 1988.

Honolulu CC

5th Annual Tricycle Relay Race Kicks Off HCC's Spring Term

Honolulu CC will be holding its fifth annual Tricycle Relay Race on Friday, Feb. 21, as part of HCC's spring term student life events. Honolulu CC students, faculty and staff, as well as participants from other community colleges will join in the fun with a tricycle parade, relay race and awards ceremony. Judging begins at 9:00 a.m. followed by the parade at 10:15 a.m. The Tricycle Relay Race begins at 10:45 a.m. Call Carol Mulling at 845-9219 for more details.

Hawai‘i CC

Benefit Dinner and Silent Auction at Hawai‘i CC

Members of Hawai‘i Vocational Association will hold their annual Hawai‘i Vocational Association Scholarship Dinner on Wednesday, Feb. 12, at Hawai‘i CC cafeteria . A no-host non-alcoholic cocktail will begin at 5:30 p.m. With dinner following at 6:45 p.m. In addition to the sumptuous dinner planned for this event, the association also will be holding a silent auction.

The $16 per person dinner and all proceeds from the silent auction will go toward the Hawai‘i Vocational Association Scholarship. The scholarship will benefit qualified Hawai‘i CC vocational students or high school students entering the Hawai‘i CC vocational program

Tickets for the benefit dinner can be obtained by calling Gene Harada at 974-7410 or Rosemary Burnett at 974-7484.

Windward CC

Last Showing of "Humanity Above Nation" Special Exhibit at Windward CC

A Tale of Two Men

by Beverly Webb, Ka ‘Ohana staff reporter

In 1841 on a small island in the Pacific, three shipwrecked Japanese sailors clung precariously to a cliff. As they waved frantically at a passing American whaling ship, Manjiro, a young boy of 14, took off his clothes and swam to the vessel.

Nine years later, another young Japanese sailor, Hikotaro (Heco), 13, was rescued from a drifting cargo ship by an American vessel.

Both boys were brought to America, educated and then they returned to Japan.

Their lives are the subject of an exhibit entitled, "Humanity Above Nation: The Impact of Manjiro and Heco on America and Japan," which is on display in Windward CC's Gallery ‘Iolani. The exhibit expresses in story form, along with photos, paintings and historical items, the impact of their relationship with Americans at a time when Japan was closed to the outside world. It was assembled by the Joseph Heco Society of Hawai‘i and the Japanese Cultural Center.

The theme, "Humanity Above Nation," is inspired by Manjiro and Heco's tireless efforts to improve relations between America and Japan.

Manjiro attained samurai status and tutored Japanese senior government officials in U.S. history, politics, geography and western navigational techniques. With his superb English language skills, Manjiro often served as a mediator and helped establish communication between Japan and America.

Heco served as an interpreter and mediator for the American consulate during a time when Japan was ending two centuries of isolation. Heco was often called to mediate trade disputes ranging from rates of currency exchange to the murder of westerners by samurai who opposed the opening of their country to foreigners.

Both men are widely recognized for their contributions and the resulting benefits gained by the two countries.

The exhibit will be displayed until Jan. 31. Exhibit hours are Tuesday through Saturday, 1 to 5 p.m.

Study Abroad in Japan Offered

For the past three years, students from Maui CC, Kapi‘olani CC, and UH Mānoa have grasped the opportunity to study in Osaka, Japan, on a year-long exchange program between Kansai University and the University of Hawai‘i System. This exchange program has proven to be a valuable learning experience for the students who have returned to Hawai‘i with a fuller understanding of Japanese culture and a better ability to speak the Japanese language.

Open to students from the UH Community Colleges, UH Mānoa, Hilo and West O‘ahu, the program is seeking applicants for the 1997-98 academic year. Selected students will continue as degree candidates within the UH system; only U.S. citizens are eligible for the program.

Kansai University foreign students at a Kansai University festival.

Courses on Japanese history, politics, literature and economics are taught in the English language for foreign students while they are also enrolled in beginning or advanced Japanese language courses. It is recommended that students have at least one year of Japanese language in order to take greater advantage of living and studying in Osaka.

Please encourage students at your college to apply. For an application or more information, contact Vice Chancellor for Student and Community Affairs Sharon Narimatsu at 956-9598, or e-mail her at snari@cccada.ccc.hawaii.edu. Deadline application is Friday, Jan. 31.

Maui CC Telethon

(Continued from page 1.)

Volunteers from the college and community were mobilized to secure corporate support. Others recruited entertainers, built the stage, rewired Maui CC's cable classroom, recruited phone bank volunteers and prepared food to feed over 230 staff and volunteers.

Technically, the Media Center's production staff demonstrated its professional experience and expertise. Media Coordinator Chris Gentsch was an early "infomercial" pioneer. Mike Albert worked at KITV for 15 years. Jon Burkhart, producer/director, spent 35 years in television, 25 of them as a producer/director for the Houston NBC news affiliate. Deanna Kamakeeaina was a student helper before being appointed a HITS producer/director. Newly hired community education producer Kate Sample came with broadcast editing and production background, and Jeremy Gray was a cameraman at KHNL.

"We utilized every person and resource we had," said Gentsch.

Viewers tuning in to the seven-hour live telecast caught a mix of familiar faces behind the phones and on stage. Clips of entertainment, student vignettes and the college were aired before, during, and after the University of Hawai'i Rainbow homecoming game against the San Diego Aztecs.

Volunteers from all walks of life staffed the phone banks, including a mix of "who's who on Maui," and others. There were legislators, council members, county administrators, students, faculty, graduates, UH alumni, business leaders and more.

Maui CC's first telethon was more than just a fund-raiser; it was the county's first major live tri-isle television production and was as much fun as it was historic. Over $144,195 was raised for student scholarships, instruction, supplies and special projects (including $63,000 for a Sustainable Technologies Project), far exceeding the amount expected to be raised.

"What's nice is that we didn't sit and complain [about budget cuts]," said Maui CC Director of Development and Articulation Coordinator Debbie Nakama.

"The Telethon brought together people who are dedicated to the college and demonstrated their commitment. It was very rewarding. It brings us back to why we're here—service to the community and the students."

On Nov. 16, 1996, Maui CC hosted its Second Annual Telethon for Higher Education. Once again the more than 300 faculty, student and community volunteers came together to work in all capacities to pull off the live event. More than $127,000 was raised and more is still being collected, according to Nakama

"In a time when financial challenges surround us, our community and college responded positively and generously to MCC and higher education's needs," said Provost Sakamoto.

> "We couldn't have exceeded our goals without the support of the hundreds of donors, volunteers and community members who believe in higher education and Maui Community College."

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Community Colleges

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Windward Community College
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Distance Education: The Wave of the Future

There's a new wave washing upon the shores of Hawai'i and it's growing stronger with every splash. This wave is not your normal ocean water, but is comprised of lots and lots of information, fiber optic cables, satellite links, telephone lines, microwaves, high-speed digital video networks, televisions and computers.

According to higher education consultant Michael Dolence, this information-age wave will have more impact on higher education than you can imagine. He believes that as society adjusts from an industrial-based system to one that is information based and technologically enhanced, productive citizens will be forced to learn perpetually if they want to be valued as a key employee. He concludes that citizens wanting more information and education will choose distance education, as "time" more than "distance" becomes a decision-making factor.

The question is whether the Community Colleges can adjust to this new wave? The answer: If there's one thing the Community Colleges do very well, it is responding quickly to community needs and societal changes.

In fact, Maui Community College recognized long ago that its geography posed difficulties in delivering educational instruction to its remote areas. So in 1988, Maui Community College utilized a microwave system, called the SkyBridge, to beam classroom instruction to its education centers on Moloka'i, Lana'i and in Hana, Maui.

Since those early days, the Distance Education Program at the University of Hawai'i has grown in size and popularity. When the University of Hawai'i first began offering distance learning classes systemwide in the summer of 1990, there were only two Interactive Television (ITV) courses offered with 60 students enrolled. Today, the Distance Education Program encompasses all 10 campuses within the University of Hawai'i system, and currently offers more than 60 ITV classes to thousands of students.

Overseen by the Information Technology Services at the University of Hawai'i, the Distance Education Program offers

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Dr. Joyce S. Tsunoda

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Planning for the New Millennium

Joyce S. Tsunoda
Senior Vice President and
Chancellor for Community Colleges

Mark March 7 on your calendar and plan to join your colleagues at our 14th annual Excellence in Education Conference. Sites for the Conference are statewide; where you attend will depend upon the particular colloquium that you select.

But whichever campus and colloquium you choose, I urge you to think of this as an opportunity to begin our UHCC "housecleaning" before we move into a new century, just as many of us do at home at the end of each calendar year.

Change is a reality of life. And whether that change is in the turning of a calendar page, the establishment of a new family, or the acceptance of loss, I have personally found that coping with change always entails the need to get one's house in order. Some "treasures" need to be tossed; some, recycled; others, cleaned up and polished and set out to be admired. The same is true for our UHCC "house." We have churned our way through a variety of changes over the past few years. We have coped with fiscal cutbacks. We have implemented new policies for the AA degree, AS degree and ATS degree. We are still in the midst of a project on General Education reform, and are just beginning new efforts with the DOE regarding services for students.

We have just developed a Strategic Plan which reaffirms our traditional goals of access, mission distinction, diversity, Asia-Pacific focus, and accountability. Now, in order to implement these strategic goals, we need to do some sorting, reordering, and cleaning out the myriads of rooms and crannies of our institutional "homes." And, we all need to be involved in this effort.

On March 7, you will be getting together in groups organized around discipline- and program-based colloquia. Your conversations will be with colleagues of similar interests; and I am sure you will have a lot to talk about, to share, and to strategize together.

The conference planning committee has suggested that each group discussion consider the topics of "Distance Education," "General Education," and "Retention." Elsewhere in this newsletter are questions intended to help prompt and provoke discussion about each of these topics.

Though seemingly disparate, these three topics are, in reality, very much inter-connected. Each is a hot topic within educational communities today. Each is a challenge facing us as community colleges right here in Hawai'i. Like buoys which bounce in the rough waters surrounding our island shores, these topics delineate the rough social and economic waters surrounding community colleges. If we disregard the signals and directions these buoys give us, we may sink and disappear from view. And worse, it is possible that we may not be missed. Today's marketplace is filled with competitors waiting to take the place of community colleges as the accessible education and training entity.

Heretofore, the community colleges have enjoyed general community support based on our mission of accessibility. Yet, as we move into the era of diminished public funding and increased demand for accountability, we cannot remain complacent. No matter how we feel internally about our purpose and performance, we have quite a job ahead of us in terms of maintaining public support and trust, which will be based on public perceptions of cost, quality and access.

This makes our March 7th Excellence in Education Conference an important opportunity to get our act together. Ray Taylor, Executive Director of the American Association of Community College Trustees, said at a recent conference, "The community colleges are just about old enough to have a vested interest..."

So in pursuit of our vested interest, let's start our house-cleaning!

Aloha!

Joyce S. Tsunoda

(Editor's Note: See "Food for Thought" item on page 12. Chancellor Tsunoda shares some thoughts about the three key discussion issues identified for March 7.)

Helping People Back to Work: The ETC Way

For 25 years, Nicanor "Nicky" Manguino faithfully performed his job for the only employer he's ever known—the Waialua Sugar Mill. At 41, Manguino had grown accustomed to the work and life style afforded those who were lucky enough to find jobs at the mill. The work was hard and long hours were expected during harvest time. But Manguino didn't mind. He knew he had a good-paying job.

Then last summer, the sugar mill closed down for good, leaving Manguino and others like him jobless and without much hope for the future. "It was really hard for us," Manguino said about the aftermath of the shut down. "I have a mortgage to pay and I have three kids in school, with the oldest in college."

Other workers also felt the pain of the shut down. Many laid-off workers had lived and worked in Waialua their entire lives. They didn't know where and how to begin looking for new jobs.

Enter the Employment Training Center (ETC)

Upon hearing about the displaced workers at Waialua Sugar Mill, facilities management instructor Walter Furuyama and the administrative staff of the UHCC Employment Training Center immediately opened a special intake (registration) for the facilities management course. With referrals from JOBS Hawaii, 21 displaced sugar workers enrolled in ETC's facilities management course, a 13-week program of intensive study and on-the-job training. According to Furuyama, the program requires students to attend class from 7:30 a.m. to 4 p.m. daily. "It's like a full-time job," said Furuyama. "The program includes a total of 455 hours of instruction and practicum."

For many of the displaced sugar workers, making the daily commute to the Honolulu Community College campus, where ETC offers its training program, was a challenge in itself. "We wanted the students to understand the traffic patterns in the morning and the evenings so that they can adjust to the new routine of working in town," Furuyama said. "Most of the job opportunities are located in Honolulu or Waikiki."

The facilities management students were introduced to a mixed bag of vocational training under Furuyama's tutelage. Furuyama and instructor Stan Onishi taught the students the fundamentals in electricity, plumbing, refrigeration and air conditioning, drywall, painting, carpentry, masonry, pool maintenance, gas welding, glazing and landscaping. Then after completing their classroom instruction, the students were rotated to several practicum sites around Oahu, where they further developed their skills with the guidance of expert journeymen. Some of the practicum sites included Barbers Point, Schofield Barracks, Tripler Army Hospital, Fort Shafter, Kahala Mandarin Hotel, Hyatt Waikiki, Sheraton Hotels, Waikiki Beachcomber and Coconut Plaza.

In addition to all the hands-on work, the students were tutored in applied mathematics, computer and calculator operation, job application and interview techniques, as well as resume and cover letter writing.

Exit 21 Facilities Management Specialists.

Finally, after completing the 455 hours of course work, the students were recognized at a special ceremony held at the Employment Training Center on Feb. 7. They received recognition certificates for successfully completing the grueling 13-week program. Of the 23 students being recognized that day, 21 were former sugar mill workers. During the ceremony, the students received heartfelt congratulations from guest speakers Representative Alex Santiago, ETC State Director Tim Craig, Program Counselor Sarah Hodell and ETC Assistant State Director Peggy Cha.

Within a week of the awards ceremony, four students were hired. Furuyama is hopeful that all 23 students will find jobs before the end of the month.

ETC Director Tim Craig (standing, extreme right) stands among his proud graduates of the Facilities Management Program. Also giving their support to the graduating class are: (from left) Representative Alex Santiago, Barber's Point civilian employee Richard Tavares, ETC instructor Stan Onishi, ETC counselor Sarah Hodell, and ETC Facilities Management instructor Walter Furuyama (kneeling, front row, left).

Innovative Idea Boosts Enrollment

Leeward Community College was able to avoid a fiscal crisis this semester with the fast-thinking Student Services staff who went above and beyond the call of duty to encourage more students to enroll.

Starting as early as last September, the Leeward CC outreach team of Nancy Buchanan, Kats Tamanaha, Larry Andres, Gloria Bridges and Frances Abreu visited local high schools and agencies to recruit students to the Leeward campus. This effort was the beginning of a "word of mouth" campaign that raised the campus' visibility in the community and made people more aware of Leeward CC's commitment to helping them fulfill their educational goals.

In early December, a two-phased recruiting tactic was put into action. The first phase had Warren Mau and the staff of Admissions and Records send post cards to all continuing students who had not pre-registered. The post cards reminded these students about Leeward CC's "free" change of registration day on January 7, and welcomed the students to register at that time. Previous enrollment records proved that this inexpensive and simple recruiting method works, sometimes adding up to 300 more students to Leeward CC's enrollment figures.

The second phase of the recruiting blitz originated from an idea introduced by Dean of Instruction Mark Silliman. He proposed to give students who missed a semester an easy way to be re-admitted. Students who were enrolled in the spring 1996 semester, but failed to enroll in the fall 1996 semester, were sent letters inviting them back. Almost 2,500 letters, announcing the "new and easier" method to re-enroll, were sent out to this target group.

The counseling team of Nancy Buchanan, Candy Hochstein, Ed Wiggers, Joselyn Yoshimura, Joan Souza and Ann Dorado processed nearly 100 "tele-applications," a process which was developed by Mau and Buchanan. Leeward CC's enrollment efforts continued through Jan. 16 with the staff of Admissions and Records accepting late applications.

Kenneth A. Tokuno, Dean of Student Services, said that staff members put in a lot of extra work during this busy time of the year, with many of them spending extra hours at night to assist evening students. "I hope the entire college will join me in thanking all of the Student Services staff members for their effort in minimalizing the loss of revenues due to decreased enrollments, while assuring that we maintain the high quality of services that makes Leeward CC unique in its devotion to our students," Tokuno said.

As Leeward CC begins to implement its new recruiting ideas for the future, Maui CC has been innovatively recruiting students for many years. Find out in the next issue how Maui CC's innovative recruiting methods have successfully kept its enrollment up.

The University of Hawai'i Center on Maui Launched

Story by Mona Stevenson

Maui Community College was selected as a University of Hawai'i Center site by the UH Board of Regents last June and formally announced to the public in January.

The University of Hawai'i Center on Maui (UHCM), the first of three University of Hawai'i Center sites planned for the neighbor islands, will facilitate the delivery of various bachelor's and graduate degree programs and courses to Maui County. UHCM's partners include the County of Maui, the University of Hawai'i Manoa College of Continuing Education and Community Services, the University of Hawai'i at West O'ahu and Maui Community College.

Now, after earning an Associate in Arts degree at Maui CC or elsewhere, Maui County residents can continue to live and work on Maui and access an expanding selection of advanced degrees. Classes will be taught by professors on-site or over the Hawai'i Interactive Television System (HITS) at Maui CC. Programs are designed to accommodate the work and family responsibilities of many adult students.

The Center will not be a degree-granting institution but a brokering agent that will bring advanced degree programs to the County in response to public demand. There are currently eight bachelor's and master's degrees being offered on Maui through UH Manoa Outreach Program and UH West O'ahu. New programs are under consideration for delivery on Maui.

A series of informational meetings will be held for prospective students beginning this month with the Master of Science in Computer and Information Sciences degree. Future degree prospects include: a Master of Business Administration, Master of Public Administration, Bachelor of Science in Nursing and a Bachelor of Science in Information and Computer Sciences. For more information about the University of Hawai'i Center call Maui CC at 984-3525.

Students
Rare
Throu
Stud
Tours

East meets West when Honolulu CC student Mike Chapman and a Burmese child communicate through the universal language of a "handshake." —Inle Lake, Myanmar.

"What an education!" exclaimed Ronald Pine, philosophy professor at Honolulu CC, as he recalled the events and sights he experienced on a southeast Asia study tour last summer. "From the 2,000 ancient Buddhist temples of Bagan, the Shan plateau, Mt. Popa, and the Golden Triangle gateway, to the cave of Pindaya and its hundreds of Buddha carvings, Inle Lake and its floating hydroponic family farms to the massive Shwedagon gold temple in Yangon (Rangoon), David Wong has done it again!"

Pine's remarks are shared by the students and faculty members who were fortunate enough to experience the study tour with Honolulu CC assistant professor David Wong. For 21 years, Wong has been taking his study tour groups to countries that are seldom visited by the average tourist.

In Wong's latest trip to southeast Asia, he and his entourage of religion students and fellow faculty members were given a rare opportunity to visit certain areas of Burma (Myanmar), which is normally closed to visitors. This visit gave them the distinction of being one of the first university groups to enter the closed-off country since the start of its political turmoil. The study tour also included a whirlwind jaunt through Korea, Singapore and Thailand. But according to Pine, Burma, by far, was the highlight of the trip.

The famous gold Shwedegan Pagoda, Yangon, Myanmar.

Burma, renamed Myanmar by the present government, provided the most educational experience of the tour. "Not only were we treated to an in-depth presentation of Theravada Buddhism, banquets of food and nightly entertainment by different ethnic groups, but we also found ourselves in the midst of a political revolution filled with high drama of intense discussions over the efficacy of 'constructive engagement' of political and economic policies," Pine said.

The educational experience of the tour also included an impromptu debate between a New York Times reporter and several faculty members. "After witnessing the incredible diversity of this country and the potential 'Bosnian' danger of that diversity, the reporter's morality-play version of events—Aung San Suu Kyi and democracy versus despotism and evil—did not seem to match the complex political realities that the students and faculty were witnessing," Pine commented on the reporter's point of view. "The double standard pronouncements of self-appointed experts on human rights that seem so true in a university air-conditioned office began to seem as out of place as heavy British dress must have been in a Yangon summer."

According to Pine, the capstone event of the tour occurred on the last day. He said that Wong and the government approved tour guide, who by then had become enamored with and emboldened by the group's "aloha spirit," decided to take a spur of the moment detour from the planned trip back to the hotel. Instead, she directed the bus driver to drive pass nobel prize winner Aung San Suu Kyi's house where a political rally was being held. "Unlike the tanks, mean soldiers and barbed wire fences so often reported by the Western press, we witnessed a party-like atmosphere as Aung San Suu Kyi spoke to a throng of supporters," Pine said.

Wong commented that this was a very exciting time for the people of Myanmar. "I can't wait to step upon their soil again and experience history as it unfolds," Wong said. "I'm already making plans to return to Myanmar this summer."

Wong and many other community college faculty members often make it a point to take students on trips abroad to help reinforce what is taught in the classroom.

Floyd McCoy,
Windward CC
geology and
oceanography
instructor.

e Education

students easier access to learning with more flexibility. For students like Vickie Rosser, Distance Education was the only way she could reach her educational goal without forfeiting her job and lifestyle on Kaua'i. While working full-time at Liberty House, she took classes at Kaua'i CC through the Hawai'i Interactive Television System (HITS), which is a point-to-point live transmission of classes to designated locations. For example, in Rosser's case, her courses were taught on O'ahu and transmitted "live" to her Kaua'i CC classroom via HITS.

Shu-Fen
Fujitani
Kapi'olani CC
Chinese
language
instructor.

"The professors were always sensitive to the fact that we were on the neighbor island," Rosser says."They understood that our resources were very limited; however, they didn't lower any standards for us, and I wouldn't want them to." Rosser adds that she made it a point to visit O'ahu regularly to meet her professors and to do research, which she says enhanced her overall distance education experience.

However, not all distance education students fit into the same mold as Rosser. Students like Amy Gerald, who lives on the North Shore of Kaua'i, found the stringent class attendance required by HITS to be more of a deterrent than a benefit. She says that the 3-hour round-trip commute to Kaua'i CC proved to be too hard on her. "Last semester I tried to schedule all my campus classes on Tuesdays and Thursdays so that I didn't have to drive so often," Gerald says. "But I ended up on campus from 9 a.m. to 8 p.m." Then she heard from some O'ahu friends that she could take cable television courses to fulfill her educational goals. Un-fortunately for Gerald, Kaua'i CC did not offer cable television courses at the time, and she ex-perienced a minor setback. "I was so frustrated with the red-tape involved in trying to take a television course from another campus," she says, "that I was ready to give up and take a $300 distance education course from Colorado University."

John Suchocki,
Leeward CC
math and
science
instructor.

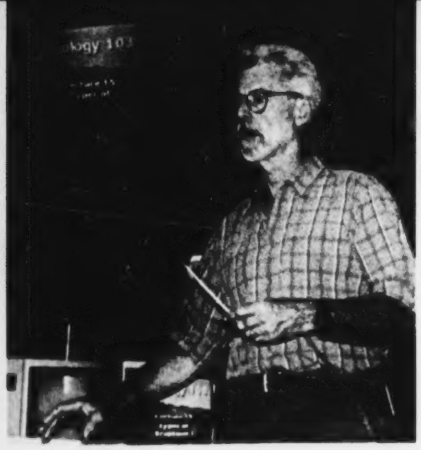
But her perseverance paid off. Today, Gerald is enrolled in three courses at Honolulu CC and one course at Leeward CC. "The flexibility of the television courses fits my lifestyle perfectly," she says enthusiastically. "This is my third semester of television courses and I just love them."

The idea of offering cable television courses was first tossed around in the early 1990s. By 1992, the'Olelo: The Corporation for Community Television was designated to provide the funds for development of this new medium for delivering educational instruction. The funds were derived from Oceanic Cable as part of Oceanic's P-E-G (Public-Education-Government) requirement to the University of Hawai'i for the development of cable television courses delivered over Oceanic Cable channels. Then in 1994, a UH Community College 'Olelo Task Force was created to establish a systematic and collaborative approach to cable television educational programming among the O'ahu community colleges, and to better utilize the Olelo funding.

As faculty members warmed up to the idea of presenting their instruction over cable television, student enrollments in these courses have been growing at a steady pace. To date, more than 35 television courses have been developed through the cooperative efforts of community college faculty members and television production crews.

Some of the instructional pioneers of the cable television courses fondly recall the anxiety and trepidation of making the transition from classroom to television instruction, and in some instances, teaching the course live on air. "Small things that you would never imagine to be a problem becomes more magnified on television," Kahikahealani Wight, Kapi'olani CC Hawaiian language instructor, says laughing. "For instance, I was informed that I had terrible handwriting, which didn't come across clearly on television." She adds that developing the course curriculum for television also was a challenge, requiring lots of preparation of visual materials.

Yet, despite the trials, she also admits



that television courses do allow for more innovative teaching. "We were able to communicate via satellite with people; we utilized the Internet to follow the path of the Hokule'a; and we did a four-day inter-island broadcast, which showcased Hawaiian resource experts," she says. "We could never have done this in the traditional classroom setting."

Other instructors have taken teaching via television to a whole different level. Leeward CC natural science instructor John Suchocki has utilized the television medium to improve the quality of his instruction. For Suchocki, the thought that people, other than his own students, may be watching his course drove him to do it better. "Imagine what it would be like to have your provost come to class, or your parents, student's families and peers?" he says. "Might you teach it a little better?" He adds, "You see the fruits of your work, and it makes you just want to do more. It's a snow balling effect."

Suchocki is currently developing a Chemistry 100 course into an educational video, which he hopes will be used within and outside of the University of Hawai'i system. He says the pilot video will include all types of graphic components, as well as two students who will explore chemistry in the community.

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"For the first time in my life, I really feel like I'm teaching..."

• • • • •

At Honolulu CC, Assistant Professor Richard Brill believes teaching his Science 122 course on television allows him more time to deal with students. "I spend four to five hours a day with students on the e-mail," he says. "Although it's not live interaction, it's interesting how the barrier between student and teacher breaks down through e-mail." He adds that students just type away, and there's a real exchange of dialogue and ideas.

"For the first time in my life, I really feel like I'm teaching instead of just dispensing information," he says. "The quality of writing and the quality of ideas are much better than what I had expected."

Another instructor who serendipitously discovered the joy of teaching on television is Floyd McCoy, Windward CC geology and oceanography instructor. At first, he found the experience of teaching to a camera quite difficult. "Sometimes, I feel my lectures are very dry and stagnate because there's no immediate feedback from students," he says. "But when I go back to my campus, students would come up to me and say, 'Good lecture, man!' Now that's quite astonishing." He adds, "Whatever we're doing, its coming across quite well."

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"Sometimes, I feel my lectures are very dry and stagnate... but when I go back to my campus, students would come up to me and say, 'Good lecture, man!'"

• • • • •

He credits the staff at Leeward CC Educational Media Center with a superb job of helping him make the transition. McCoy says enthusiastically that he has worked with crews from NBC television and various cable companies doing documentaries, and he says, "the staff at Leeward is as good as any of them, if not better." He adds, "They can do anything. They're putting all of my old, decaying audio visuals on videotape, and they're even going to do some animations and graphics."

McCoy is not the only one who thinks Leeward CC's Educational Media Center produces excellent work. Last summer, the Educational Media Center was awarded the Alliance for Community Media's Overall Excellence Award for Educational Access Programming at the 1996 Hometown Video Festival in Washington, D.C. According to Michael Pecsok, Director of the Educational Media Center, "The award recognized our excellent faculty, staff and students, and the strong support we have received from 'Olelo."

The cooperative spirit among faculty and media staff is also evident at other community colleges. Kelli Goya, distance education specialist at Kapi'olani CC, says, "We're constantly evolving, learning from past experiences and trying different things." She adds that once models are set-up, lessons can be developed into learning modules, which can be taught by a number of instructors, rather than just one particular person.

Richard Brill, Honolulu CC Assistant Professor of Natural Science.

Kapi'olani CC's educational specialist Monte Hickock explains the overall efforts more concisely: "If the students don't get it, then it's not worth doing what we're doing. The main focus about distance education is whether the students are learning or not. So the show (classroom instruction) doesn't have to be fancy with a lot of gismos and flare, it just has to be meaningful and clearly conveyed."

In addition to all the technical presentation and educational content of the courses, there is one thing that faculty members and media center staff readily recognize—and that is—interaction between students and instructors must not be overlooked. To close the distance gap between teacher and students, faculty members have utilized a number of activities to interact with students, including, but not limited to live call-in questions, e-mail, telephone, and fax machines, as well as role playing and "do-it-yourself" home experiments.

While the popularity of distance education grows among students and faculty members, another multi-faceted communication animal, called the Internet, is making its presence felt. And the Community Colleges are right on its tail. On March 24-25, the UH Information Technology Services with the Community Colleges, OFDAS and HERN, will host a conference entitled "Best Practices in Internet Delivered Education," to be held on the campus of Kapi'olani Community College.

So for now, as distance education grows into a formidable force, the University of Hawai'i and its ten campuses are rising to the challenge. They are looking to capitalize on this new wave to lift education to new levels of excellence. The wave of the future is here and the Community Colleges are embracing it.

So stay tuned next month, when the Community Colleges newsletter focuses on the distance learning phenomenon involving the Internet and the World Wide Web.

TED NAKAMURA
Owner of Ted's Bakery
Leeward CC graduate

Ted Nakamura: Baker Extraordinaire

Who would have thought that selling fine pastries and gourmet bake goods from a roadside "mom and pop" store on the North Shore coast of O'ahu could be so successful? Probably no one except Leeward Community College graduate and baker extraordinaire Ted Nakamura, who had the vision and foresight to make this unusual business idea work.

For Nakamura, starting his baking business in this rural setting was the most natural thing to do. He grew up on the North Shore and felt most comfortable in his own backyard. And literally speaking, that is exactly where he built his bakery; behind his parents' family store called the Sunset Beach Store, which sits between his own home and his parents' house.

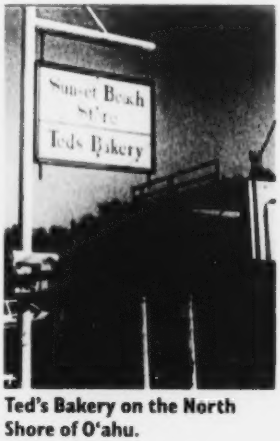
The store, a fixture on the North Shore for more than 40 years, has always been a favorite stop for local residents and surfers. From spam musubis and bento lunches to hamburger and fries, people know that if a craving strikes, then Sunset Beach Store is the place to go. Now with the addition of Nakamura's scrumptious desserts, the store has grown even more popular. "People come out of their way to stop by our shop," says Nakamura. "Even surrounding businesses are buying my pies and cakes to sell to their own clientele."

Since starting the bakery ten years ago, Nakamura has seen his business expand to include a wholesale baking division that sells everything from buttery croissants, sweet rolls and french breads to gourmet pies and tantalizing cakes. The Waimea Falls Restaurant, Jameson's by the Sea and Pizza Bob's are just a few of the local eateries that are buying up Nakamura's savory edibles such as his popular chocolate macadamia nut cream pie, banana cream pie and coconut cake. Nakamura's bakery also supplies many North Shore restaurants and take-out businesses with his special breads and rolls.

"With our wholesale accounts, we don't have to rely on good surfing conditions to bring in business," Nakamura says explaining how most North Shore businesses' profits are tied to the rise of the surf.

However, Nakamura says, his business wasn't always independent of the surfing conditions. "When I first started the baking business, I made just enough pastries to fill the small pastry shelf in front of the store," he says about his early years. "During those days, we relied heavily on the surf crowds brought in by the winter swells. Today, he and his employees work seven days a week, sometimes up to 16 hours a day, to keep up with wholesale orders.

To keep up with the demands of his customers, Nakamura has had to renovate his bakery several times over. Currently in the midst of another renovation, Nakamura is transforming his bakery into a state-of-the-art facility with new walk-in freezers, pan-washing machines, convection ovens and a special room just for decorating cakes.



Ted's Bakery on the North Shore of O'ahu.

Although he credits much of his success today to his supportive family and his early training at Leeward Community College, he considers the most influential to be his baking instructor David Funae, who gave him the inspiration to become a baker. "David Funae hired me for part-time work in his bakery while I attended the food service program at Leeward Community College," Nakamura says about his first on-the-job training experience. "That's when I really started to consider baking as a career."

Inside Ted's Bakery, you can find everything from sun-tan products to bentos and pastries.

After graduating from Leeward CC with his associate's degree secured, Nakamura went on to gain some new work experience in the field. For several years, he learned more tricks of the trade from some of the best pastry chefs in the business while working at the Sheraton Waikiki and the Kahala Hilton. And after a short stint at Europa Bakery where he learned the business of wholesale baking, Nakamura felt it was time to break out on his own.

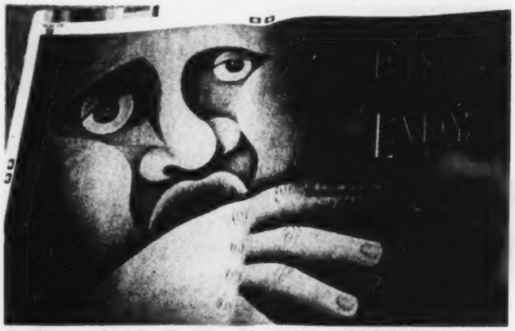
Now that he is established in his own bakery, Nakamura is passing on his knowledge and expertise to a new generation of North Shore bakers. As Nakamura explained, "There aren't many people in this area with food service or baking experience, so I've had to train all of my employees in the art of baking." He says he could always use more help and would like to hire food service students from Leeward CC. With an eye on the future of the North Shore area, Nakamura hopes to channel more Leeward students into baking. Perhaps one day, the North Shore will produce more than great surfers, but great bakers as well.

Art is in his Heart

When it was time for Alfredo Garma to choose a career path, he followed his heart, even though his brain told him otherwise. "When I was in high school, I had narrowed my career choices down to three things, in this particular order—graphic design, architecture and electronics," Garma says.

After much thought, he chose to enroll at the Electronics Institute because he knew that a career in electronics would provide for a financially stable future. But at the last moment, he changed his mind and enrolled at Honolulu Community College's commercial arts program. "I always knew in my heart that I wanted to do design," Garma says. "I decided that if I'm going to be financially unstable, then it would be worth it, because I would be doing something I really love."

Even as a child in kindergarten, Garma vividly recalls the sense of joy and comfort he found in creating art. "Kindergarten was the happiest, yet most terrifying experience in my life," he says reflecting back on his childhood. "It was terrifying because everything was so new to me, but happiest because that's when I first discovered painting." He adds that he used to wait anxiously for the afternoons to come, because that's when the teacher would let all the kids do their artwork.


An illustration for Pacifica Magazine, which is from Garma's collection of illustrations and designs.

It was his kindergarten teacher who first recognized Garma's talent for art. "She told my parents that she had never seen any child, so young, have such an understanding of colors and shadows," Garma says about the original kindergarten painting that still hangs on his wall. From then on, his summer vacations were filled with art classes at the Academy of Arts in Honolulu.

His talent was further nurtured at Honolulu CC's commerical art program where a certain instructor's words and wisdom still influences how Garma conducts his life. He recalls a photography instructor named Budd Brooks who not only taught them about photography, but talked about art, design and life in general. "He was philosophical about things and very passionate about photography and art," Garma says. "I still keep in touch with a lot of people who graduated from HCC, and Budd had the same effect on them as well."

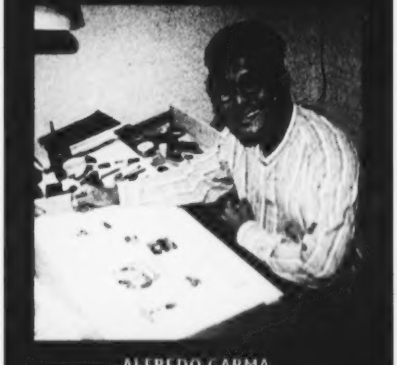
Even before Garma completed his education at Honolulu CC, he was already working full time in the graphic design field, and developing quite a reputation. But it was not only his talent that helped him achieve success, it was also his verve and persistence that got him through the door. While working at Chuck E. Cheese's Pizza as a costume character, Garma told the owners that, if given the chance, he could probably design better ads and posters than what they currently had. When the owners found out that Garma was taking courses at Honolulu CC, they gave him a shot at it.

"During my lunch break, I drew some posters and things for them, and they love 'em," Garma recalls how he got his first graphic design job. He says after about a year at Chuck E. Cheese's Pizza, he met an account executive at Honolulu Advertising Agency, who saw his work and asked him to work for MidWeek Magazine.

During his college years, Garma juggled the responsibilities of work and school, both on a full-time basis. "My typical day would start with school from 9 a.m. to about 2:30 p.m., then I'd drive out to my full-time job working until 1:00 a.m., then I would go home and work on my school projects," Garma says. By graduation time at Honolulu CC, Garma already had developed an impressive portfolio of designs. "I was prepared to bang on doors after I graduated, but during the commercial arts program's final portfolio evaluation, I was offered a job at the Art Directors," he says.

PROFILES IN SUCCESS

Spotlight on Successful Community College Graduates


ALFREDO GARMA
Owner of Garma Graphic Design
Honolulu CC graduate

At the time, Garma had already enrolled at the University of Hawaii to continue his education, but instead, decided to take this job opportunity. "I've never regretted that decision," Garma says emphatically.

After several years of working for others, he decided to go it alone, opening a company bearing his name, Garma Graphic Design. Today, Garma, 32, is recognized as one of the best designers in town. During his ten years of business, he has developed logos, ads, illustrations and other design work for many Honolulu businesses, including Ala Moana Center, Bishop Museum, French Gourmet, Honolulu Youth Theater, and the Hawaii State Department of Health among others. His designs and illustrations are often seen gracing the pages of Honolulu Magazine and Pacifica Magazine.

His talent and creativity also have been acknowledged by the graphic design and advertising industries. In fact, he received his first Pele Award, a Hawaii Advertising Association award for design excellence, in 1988 while still in college. Since then, he's won four Pele Awards and four Print Magazine National Awards for Design Excellence, as well as numerous American Advertising Federation Awards. Garma, himself, was selected as the 1992 Young Advertising Person of the Year.

Garma is glad he decided to pursue his heart's desire. As he sits at his art table smiling at how things have worked out for him, he says, "You know, it feels like I'm in kindergarten again—I'm having so much fun and the best part is I'm getting paid for it!"

Donor Spotlight

Nancy Higa Keeps on Giving

by Brenda Hicks

When Nancy Higa retired from teaching in the Language Arts department at Leeward Community College three years ago, the two things she missed the most were the daily relationships of colleagues, and the personal rewards of working with students. "In particular, I miss the special type of student who touches one's heart," she wrote to the faculty members a year later.

Wanting to give something of value to students whose love of learning contributes to the professional experiences of faculty, Higa established a scholarship program. Her annual gift of $1,500, first given in 1994, set up the "Professor Nancy Anderson Higa Outstanding Scholar Award at Leeward Community College." Each year, faculty in the Language Arts, Arts and Humanities and Social Sciences Divisions are invited to make nominations for this award. A faculty committee then makes the selection.

Higa initially thought that she would give to a student scholarship program as part of her estate planning. "As I began to think about it, I wanted to experience the joy of giving to students while I was still alive to enjoy it," she said. Now, she is glad she did. Her rewards come in big doses when she receives communication from the scholarship recipient. Learning how the funds will be used and what a big difference this has made in their lives gives enormous pleasure to this career teacher. A bonus benefit has been the fact that she is still involved with the faculty and academic life at Leeward CC. Having spent more than 24 years at Leeward, the continuing connection is important.

She began teaching at Leeward in 1970, just after the new campus opened. Prior to that, she was a teacher for the Hawaii State Department of Education and the Los Angeles City School District. Her retirement in 1993 was after 37-1/2 years of teaching! She seems to have been "born to teach," and that assessment was confirmed in 1989 when she was selected to receive the "Excellence in Teaching Award" at LCC.

Now she is involved with the UHCC Retirees, which she describes as "a fun group in the process of establishing itself." Already with 40-45 regular attendees at meetings, the retirees are forming interest groups, such as the investors group and the travel group. (Anyone interested in the Retirees should contact Cammie Matsumoto, 956-3871.) Higa is also busy serving on the Mayor's Committee for People with Disabilities, an advisory group to the city administration providing "common sense input regarding services to people with disabilities," she said.

When she speaks of some of her former students, her eyes light up with the joy of the memories. In setting up the criteria for her scholarship, she wanted faculty to nominate students who exhibit these special qualities, which she describes as the "love of learning." Every teacher has had a few of these students, she said. "These students are the ones who bring you joy, and they confirm the reasons why we want to continue to teach."

For Nancy Higa, providing the annual gift of $1,500 for the scholarship has been a rewarding experience—for her as well as the students.

Brief Notes...

Sebring Recognized for Lifetime Achievement

As the coordinator of the Adults in Transition for Women and the Single Parent/Displaced Homemaker programs at Leeward Community College, Diane Sebring knows first hand what many of her students might be experiencing as they make the transition from stay-at-home parent to an employable adult.

Sebring, herself, went through the Adults in Transition program while a student at Windward Community College 20 years ago. She enrolled in her first college class at the age of 47, and has never regretted it. "I told myself back then, that if I can work for more years than it took me to get my degree, then it wasn't in vain," Sebring says. "So far, I've devoted more than 12 years to a satisfying career in counseling, so I guess it was definitely worthwhile."

As part of her pep talk to her students, she tells them about a comment made by Honolulu CC Dean of Students Kathy Damon when Sebring was still attending school. "I was still struggling to get my bachelor's degree when Kathy Damon matter-of-factly said to me, 'now after this, you can get your master's degree,'" Sebring said about what prompted her to continue her education. "I told Kathy, 'I'll be 55 years old before I get my master's degree,' and she told me 'you'll be 55 years old anyway, so you might as well do it,'" Sebring recalls.

It's a good thing that Sebring listened to Damon back then, or many students might have missed out on Sebring's nurturing ways. As befitting her, she was recently recognized by the Women at Work! The National Network for Women's Employment Conference of Region IX, for her many years of selfless dedication to her students' well-being. She was awarded the Region IX Lifetime Achievement Award in a ceremony held last November. In addition to the award, the Single Parent/Displaced Homemaker Program Coordinators of the UH Community Colleges presented Sebring with a beautiful koa wood bowl with the inscription, "for outstanding contributions to Hawaii's women."

Come this May, Sebring will be retiring to move closer to her family in Northern California.

Call for Nominations: Innovation of the Year Award

The League for Innovation in the Community College is now accepting nominations for the Innovation of the Year Award, which recognizes college faculty and staff members who have designed and implemented a significant innovation. Nominations are welcome from all areas of the college including instruction (full- and part-time), administration, and support staff. Only one award will be presented to each of the League member districts.

For nomination procedures and guidelines, contact your provost's office. Deadline for nominations is Friday, March 14.

Call for Proposals in Area Studies

The Ford Foundation is pleased to announce a new initiative, "Crossing Borders: Revitalizing Area Studies," which is intended to promote new thinking and new practices in area studies teaching and scholarship at both graduate and undergraduate levels, as well as provide a culturally sensitive context for current efforts to internationalize research and the curriculum.

Ford Foundation will make available $25 million in grants over the next six years to support model programs on U.S. campuses, work to enhance the policy environment for area studies, and communicate "best practices" in the field. Recognizing that significant reconceptualizations, collaborations, and boundary-crossings do not happen quickly or easily, the Foundation plans a two-stage process. In stage one, in 1997, the Foundation will make up to 30 twelve- to fifteen-month grants of $50,000 each, to enable institutions to work with potential collaborators or partners and to develop longer-term, more ambitious projects. Those institutions that receive these grants will be invited to submit proposals for stage two, a second round of more substantial grants. The Foundation anticipates making up to 10 of these grants for $400,000 to $600,000 each for a three- to five-year period.

Preliminary proposals in the form of a three-page project summary must be received by March 15. For more information and proposal guidelines, contact your provost's office.

Patsy Sumie Saiki Award for Fiction Offers $1,000 for Best Hawai'i Story by UH Student

Beginning in 1997, the University of Hawai'i Creative Writing Program, in association with Manoa: A Pacific Journal of International Writing, will offer a prize of $1,000 for the best short story written by a University of Hawai'i student born in the islands. A second prize of $250 and a third prize of $100 will also be be awarded. The winning story must be related to Hawai'i.

The award is made possible by an endowment from Patsy Sumie Saiki, a distinguished alumna of the University of Hawai'i. Saiki is a former teacher and administrator as well as prize-winning author of short stories, essays, and books, many of them illuminating Hawai'i's multicultural consciousness and paying tribute to the state's Japanese immigrants.

To be eligible for the awards, students must be enrolled at one of the campuses in the UH system. Students may enter up to three stories, each no more than 7,000 words long. Manuscripts should be typed, double spaced, and have a cover page giving the writer's name, address, telephone number, student ID number, place of birth and story title. The author's name should not appear on the manuscript itself.

Please encourage students at your college to enter this creative writing competition. Deadline for entries is March 21 (mailed entries must be postmarked no later than March 21). Manuscripts should be delivered to: Patsy Sumie Saiki Contest, Director of Creating Writing, English Department, University of Hawai'i, Honolulu, HI 96822. For more information, contact Pat Matsueda at 956-3069.

Best Practices in Internet Delivered Education Conference

UH Information Technology Services (ITS) with the Community Colleges, OFDAS, and HERN will be hosting a conference on the use of the internet to design, develop and deliver course materials to augment, extend, or replace face to face classroom instruction.

The conference themes include the following:

- Educational Strategies for Internet-based Courses
- Designing Web-based Course Materials
- Incorporating Interaction and Communication in Internet-based Courses
- Assessment Techniques for Internet-based, Student-centered Learning
- Programming and Technical Support of Internet-based Courses
- Tools for Web-based Creation

Conference keynote speakers include Dr. Steve Ehrmann, AAHE, Director of the Flashlight Project; Dr. Jon Dorbolo, Oregon State University, Professor and developer of InterQuest. In addition to the keynotes, conference participants will be able to attend symposiums, panel discussions and workshops presented by their peers to share experiences, expertise and ideas on the use of the internet.

For conference information, contact your Deans of Instruction or Hae Okimoto, Manager of Distance and Instructional Technology at 956-3504 or hae@hawaii.edu.

Computers and Writing Conference

Educators from around the world and from the University of Hawai'i campuses are coming together on June 5-9 for a national conference to be held at Kapi'olani CC. The conference, entitled The Thirteenth Computers and Writing Conference, is an opportunity for you to interact with these educators on such topics as technology in the classroom, distance education possibilities and paradigms, ESL opportunities, funding and management issues, as well as building community through digital communications. The workshops are geared for both beginners to the technologies as well as to people who are pushing technology beyond current achievements.

For more information and registration forms, please contact the Office of Community Service at Kapi'olani CC. You may call 734-9211 or e-mail cw97reg@leahi.kcc.hawaii.edu.

Food for Thought

(Chancellor's Message continued from page 2.)

Distance Education (or distance-less education) is about appropriate application of technologies to help us improve what we presently do, as well as enable us to do things we cannot do now. Understandably, there are many issues and concerns about the offering and support of distance education at our University. These concerns need to be identified. Then recommended solutions can be formulated and sorted out, so that we can move on.

The UH Office of Planning and Policy is starting to look at this issue on a systemwide basis, and has distributed a survey questionnaire seeking your input on distance education implementation. Be sure to give your input. Share your thoughts, also, with your colleagues at the colloquia. Here is an opportunity to identify, sort out and begin cleaning our house on this issue.

"General Education" has been a topic of UH systemwide discussion for at least a year and a half. I am proud to say that leadership for this systemwide discussion came from our own Community College Faculty Senate Chairs. There is now a draft status report on the General Education Project being circulated for consultation and advice. It is available on the WorldWide Web at http://www2.hawaii.edu/ovppp, as well as through your campus faculty senate chair or Dean of Instruction. Have the recommendations of this report caught your attention? What does a coherent general education program mean to you? A 1994 report by the Association of American Colleges, entitled Strong Foundations: Twelve Principles for Effective General Education Programs, states that "... Strong general education programs provide the neighborhood for [discipline-based] homes each neighborhood having a distinct character, local customs, and established patterns of interaction" (p.55).

Using this metaphor, how can we at the UHCC's reaffirm and rebuild, if necessary, our own distinct character of general education, which allows our students smooth transition among the varied neighborhoods of our ten-campus system? Do we have some neighborhood clean-up to do in order to preserve that which is valuable to us our distinct mission within the UH System?

The third topic for March 7, "retention," is like a plant with many intertwined roots. Concern about retention is partly rooted in our dilemma of documenting results and outcomes, as well as in our capability to maintain public trust. Retention does not mean simply "keeping students on campus to complete pre-set program requirements." It means enabling each student to achieve his/her individual goals no easy task when students, themselves, may not know what their goals are. So we must identify standards and formulate relevant assessment criteria.

This is an opportunity for us to find ways to "assess ourselves against the common characteristics of effective community colleges" and to match what we really do in our classrooms, laboratories, administrative offices, and throughout every nook and cranny of our campuses, against indicators of effective teaching, administering and providing of services. "Retention" is, indeed, a complicated and tangled issue. Let us attempt to untangle these roots without killing the plant.

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International Agreements Foster Goodwill

When Kapi'olani CC student Damian Zukeran discovered that he was accepted as an exchange student to Kansai University, he felt like he had just won a lottery. "I was really blown away," he said about the opportunity to study in Japan for a year. "It was something I really wanted more than anything else."

His interest in the Japanese language and culture started to grow when he took several Japanese language and literature courses at Kapi'olani CC. Then, a trip to Japan with his Japanese Culture Club solidified his desire to study in Japan. "My year at Kansai University has got to be the best academic experience I've ever had," Zukeran said. "It just put everything into perspective."

Students like Zukeran are traveling to foreign countries in record numbers to gain that special experience which can only be obtained by living and studying abroad. And, because of the differences in language, culture, politics and the economy, students are finding the international experience invaluable.

To date, the University of Hawai'i Community Colleges have developed over 45 international agreements, mainly with colleges in the Asia and Pacific region but also extending to the Indian Ocean. These agreements have paved the way for the Community Colleges' students to expand their personal and educational horizons beyond the textbook, and allow faculty to share professional expertise during visits to partner institutions.

In return, the University of Hawai'i and the Community Colleges systemwide also host visiting students and faculty from around the world. Yukie Obayashi and Yoshihide Suzuki are foreign exchange students from Kansai University, who enthusiastically agreed that the international experience has broaden their view of America, and the world in general.

Currently enrolled at the University of Hawai'i at Mānoa, the two transfer students found the professors to

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Kansai University exchange students Yoshihide Suzuki (left) and Yukie Obayashi.

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Joyce S. Tsunoda
Senior Vice President and
Chancellor for Community Colleges

Leadership: A Team Effort

This month I would like to focus your attention on the concept of leadership. As we move through the spring semester, I know that many of our campuses have recognition ceremonies to honor student leaders, workshops to train future leaders, as well as opportunities to nominate faculty or staff members for such national programs as "Diversifying Leadership."

While I recognize and applaud such attempts to identify and promote the leadership skills of individuals, I feel compelled at the same time to point out the changing nature of leadership. Warren Bennis, author of several books on this subject, notes the essence of this change in his most recent book, Organizing Genius. He points out the growing need for cooperation and collaboration:

> *But even as the lone hero continues to gallop through our imaginations, shattering obstacles with silver bullets, leaping tall buildings in a single bound, we know there is an alternate reality. Throughout history, groups of people, often without conscious design, have successfully blended individual and collective effort to create something new and wonderful....That should hardly surprise us. In a society as complex and technologically sophisticated as ours, the most urgent projects require the coordinated contributions of many talented people. Whether the task is building a global business or discovering the mysteries of the human brain, one person can't hope to accomplish it, however gifted or energetic he or she may be.*

Bennis goes on to point out that, in a global society, "collaboration is not simply desirable, it is inevitable." He concludes:

> *[We] have to recognize a new paradigm: not great leaders alone, but great leaders who exist in a fertile relationship with a Great Group. In these creative alliances, the leader and the team are able to achieve something together that neither could achieve alone.*

This concept of collaborative leadership may seem contrary to what has historically been valued in our academic institutions where faculty treasure the academic freedom to be "left alone" in their classrooms and where students have traditionally been encouraged to compete, rather than to collaborate, with their fellow students.

But our past is not our future. As cultural anthropologist Jennifer James has noted, the rapid pace of change which we are all experiencing is leaving us confused and ambivalent. In such a dizzying environment, she notes, *"Leadership . . . requires courage, character, and a broader perspective" (Thinking in the Future Tense: Leadership Skills for a New Age).*

James talks of teachers who are asked what they will do to help their students "cross safely into the next century." The teachers answer that they are waiting for the administrators to die, while administrators answer that they wish they could fire teachers. Neither group means it literally (I hope!). But as James points out, *"the profound changes we are facing today would normally take two or three generations to be assimilated. We are trying to make the stretch in a decade."*

So the ambivalence of change is simultaneously frightening us, yet demanding that—as educators—we help lead others through these rapidly changing times. Especially in our community colleges, where preparation and upgrading of the state's workforce is one of our institutional foundations, we all must recognize the scope of the impending changes. James notes that estimates for the next twenty years indicate a move toward an occupational range which will be 80 percent "cerebral" jobs and 20 percent manual, the exact opposite of the ratio in 1900. As James notes, *"we are redefining not just work skills, but the character and personality that are compatible with these skills. . . . We are experiencing the same loss of control and yearning for a simpler time as the nineteenth-century farmers who had to give up their land and move into the cities to survive. . . . We must find ways to build new careers and new communities."*

This final line, to me, addresses the essence of the collaborative leadership which all of us must provide to our students, to our state, and to our Pacific region: "We must find ways to build new careers and new communities." We are not "vocational vs. liberal arts." We are not "faculty vs. administration." We are not "O'ahu vs. neighbor islands," nor even "community colleges vs. Mānoa." There is no time for such divisiveness.

For many, if not most of our students, we are THE means of access to higher education. We are the convenient, cost-effective point of entry to a baccalaureate degree. We are the sole provider of many technical and professional programs in the state. And through our technology-enhanced outreach programs, we are for many the means to acquiring basic skills or upgrading occupational skills.

This is who we are. This is what we do. But we will not be able to move ahead with our mission unless ALL of us can see ourselves as leaders. In the words of that famous and oft-quoted philosopher, Anonymous: "None of us is as smart as all of us." Throughout our statewide system, as we seek ways to implement our Strategic Plan and to lead Hawai'i's learners into the twenty-first century, let us remember this.

Joyce S. Tsunoda

Honolulu CC's 'Life on Mars' Exhibit: A Big Hit with Students and Faculty

Have you ever wondered what life on Mars would be like? Well, the students and faculty members at Honolulu Community College put their imagination to work with an exhibit that revolved around the question: "Is there life on Mars?"

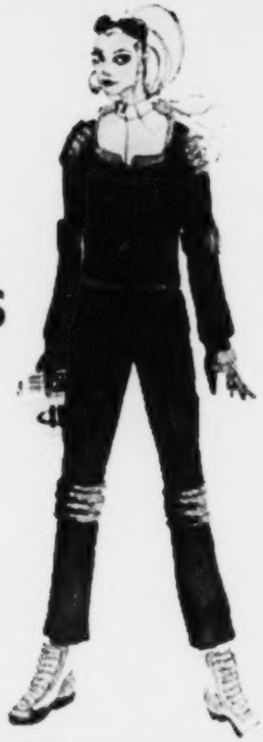
The Life on Mars Exhibit, held last month during Honolulu CC Week, was a response to the recent report of evidence of fossil life from Mars, and a successful Life on Mars Forum presentation by Dr. Cheick Diarra, NASA director.

The exhibit, which encompassed video and computer exhibits as well as student competitions, was the result of intensive preplanning and preparations by several staff and faculty members. Instrumental in launching the Life on Mars Exhibit were Mark Shindler, Ray Valencia, Rob Edmondson, Nadine Leong-Kurio, Irene Mesina, Ron Takata and Bill Becker, who instigated and organized the project.

It all started to come together two weeks prior to the exhibit, when instructors in several disciplines were approached about administering student competitions centered around the theme. In order to encourage participation by busy departments and students, it was suggested that projects be severely limited in length of time, to perhaps 1 to 2 hours. The cosmetology, fashion technology, art/commercial art, drafting technology and language arts departments responded by conjuring up competition concepts, guidelines and timetables.

The cosmetology department, inspired by Jess Aki, Sammantha Wright, Kathy Kamakaiwi and Nancy Beth Au, was highly enthusiastic about designing hairstyles for space travel. The students went beyond the suggested submissions of sketches, and instead, produced coiffured mannequins, complete with hair adornments and makeup.

The fashion technology students, under the supervision of Lillian Zane, designed elaborate fashions for Mars colonists. And, the art/commercial art students' "Portrait of a Martian" drawings showed imagination, detail, and skill that evidenced hours of work. Even the CAD students contributed with their drawings of "Mars habitats," winning the admiration of all who viewed the drawings. Also attracting attention were the poetic entries presented by Dolores Donovan's students, who probed the philosophical implications in the "Life on Mars Literary Contest."



Theabove illustration and the hair design (left) are entries to the "Life on Mars" exhibit from the fashion technology and cosmetology departments.

Finally, when all was done and the entries were all displayed, the judges made their decisions and presented the top three winners in each category with gift certificates, Mars candy bars and other prizes, which were generously donated by Provost Peter Kessinger, the HCC Student Senate and faculty members Irene Mesina, Ron Takata and Kevin Polk.

Provost Peter Kessinger agreed with those who saw the exhibit that the student works were impressive, not only in their creativity and caliber, but more so in the depth of involvement on the part of the students. "They [exhibit entries] showed the pride of faculty and student both," Kessinger said. "As such, the exhibit was a wonderful showcase of what Honolulu CC is all about."

Without a doubt, the students and facilitators of the exhibit agreed unanimously that another exhibit should be planned for next year. So, keep your eyes open for the sequel to the "Life on Mars Exhibit."

Honolulu CC Provost Peter Kessinger awards drafting technology student, John Gaddis, a gift certificate for winning first place in the "Mars Habitat" contest.

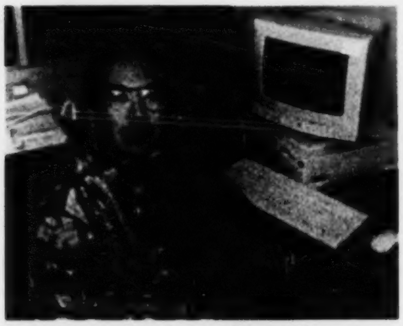
The Internet: A Resource and Communication Tool for Teaching

A decade ago, the most popular teaching tools in the classroom were the overhead projectors and the chalkboards. However, today, computers and the Internet have leaped into the forefront as a popular choice among instructors. In the wake of the information wave, teachers are finding different ways to enhance their instruction with the use of the Internet. Some instructors have gone as far as to teach their entire courses via the Internet, eliminating the need for students to be physically present in the classroom.

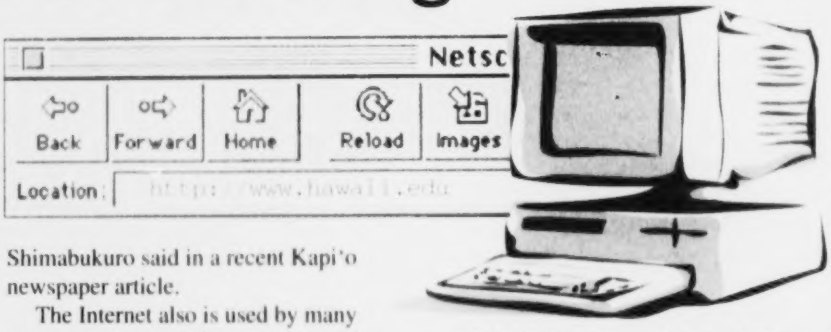
In fact, the Internet is rapidly closing the gap in distance learning as well. Used as a resource and communication tool, the Internet enables students to find timely information and communicate with experts and peers worldwide.

This spring, the University of Hawai'i Community Colleges unveiled a new "Internet" classified course, which is taught entirely over the Internet rather than face-to-face.

The new Internet course, English 101I, taught by Kapi'olani CC instructor James Shimabukuro, covers the same material as the regular English 100 level course but with all the class activity taking place via e-mail, the World Wide Web and live chat. Shimabukuro believes that the Internet is paving a new path in education. "It offers us educators an opportunity to naturally extend the opportunity for a college education to many who might otherwise not dream of earning a degree, and also provides college students with an opportunity to fit classes into an otherwise tight school, family and work schedule," Shimabukuro said in a recent Kapi'o newspaper article.



English instructor James Shimabukuro prepare to teach his class via the Internet.



The Internet also is used by many instructors as a supplementary teaching tool to enhance course curriculum. For example, Leeward CC instructor Paul Lococo is utilizing the Internet to spice up his History 152 course. By participating in a pilot program funded by the United States Department of Education Fund for the Improvement of Post-secondary Education, Lococo's class will interact, via the Internet, with other community college students across the United States in an International Negotiation Module Project.

History instructor Paul Lococo's curriculum will involve the computer and the Internet.

Basically, all the participants in this project will take on the identity of a foreign country or world organization. Then, after researching and learning about their own country and the issues to be negotiated, the teams will go on-line modeling real-world international relations among countries. Lococo's class was assigned to be Pakistan.

"The students get a chance to see what it's like to negotiate world issues," Lococo said about this rare opportunity to interact with other students nationally. "And, they learn a lot about all the other countries involved in this mock negotiation module, as well as the issues involved." In Lococo's case, his class had to learn all about nuclear proliferation, international trade and narco terrorism, as well as Pakistan, China, France, Japan, Australia, Philippines and many other foreign countries.

In addition to preparing for the on-line negotiations, Lococo's students must also absorb his regular History 152 curriculum. "I find that the students are paying more attention to the lectures because of this involvement with the Internet," Lococo said smiling.

As the Internet grows more popular among this computer/tv generation of students, you can bet more instructors will incorporate this forum into the classroom as Shimabukuro and Lococo have done.

Cook and Kirkpatrick:

Turning Vision into Reality

by Howard Chew, Kapi'o staff writer

Two professors are looking forward to the day when all Kapi'olani CC classrooms will have personal computers for each student and be linked to other college campuses around the globe. Sound like a dream? Well, it's reality now for Janice Cook and Judi Kirkpatrick of the language arts department.

What you'll find in their classrooms is a combination of writing and cyberspace with students interfacing with each other in the classrooms and to campuses in Asia and Europe.

Janice Cook

Judith Kirkpatrick

In the 1980s, Kirkpatrick took to heart the adage that someday there would be a personal computer on everyone's desk. She was awed by the possibilities of computers and their future in the classroom.

In 1991, both professors had the same vision, and with full support of the Chancellor, wrote grants to fund their dream. Dream became reality when the spring 1992 semester opened with English 100 and ESL 100 meeting in the Iliahi computer lab.

Cook long wanted more opportunities for students to write with computers rather than the available programs which were simply yes/no or multiple choice type questions. Cook said, "I want the students to be able to write, write and write."

Kirkpatrick's and Cook's classes can best be described as places of interchange. In Kirkpatrick's classroom, students are on the Internet and produce their own home pages.

Freedom is what Kirkpatrick envisions for her students. "I want to see students working with multimedia; to inject sound, movies, hypertext, forums, real audio and real-time conferencing; to see students more powerful."

These professors have found that group discussions take on new meaning in a computerized classroom. After a class session of synchronous discussion, Cook enjoys going over the transcripts and is amazed at the dialogue that occurs between students.

Students of Cook's ESL 100 class are able to use their English and computer skills to benefit the community by publishing a semesterly publication for the Hawai'i Housing Authority called "Palolo Pride." This assignment gives each student a chance to develop skills in writing, interviewing, journalism and publishing. Cook said, "It's exciting to see the interaction between technology and students."

In 1992, both had another vision. That vision will be realized when Kapi'olani CC sponsors the 13th Annual Computers and Writing Conference June 5-9. Cook and Kirkpatrick, with assistant professors Steven Singer and Alison Reagan, are the coordinators for this event, which expects to draw more than 400 conference attendees from over 14 countries including Argentina, Mexico, Hungary, Sweden, Canada, Australia, Malaysia, Hong Kong, Taiwan, Korea and Egypt.

The conference even has its own website at http://leahi.kcc.hawaii.edu/~cw97, which was developed with the help of John Zuern, art instructor at UH-Mānoa, and Mona Sitt-Bergh, academic coordinator for the Mānoa Writing Program. The website provides information on hotel accommodations, pre- and post-conference workshops, schedules of workshops and presentations, as well as more details on the conference presenters.

Focus on Staff Development

How to Bring More Equity and Diversity into Your Classrooms

These strategies below were adapted from material developed by the Mid-Atlantic Equity Center at American University, Washington, D.C.

USE WAIT-TIME: After calling on students, mentally count to eight. Give them plenty of time to respond.

GIVE MORE ATTENTION: Focus on students who have received less attention from you in the past and initiate additional interaction, both on a one-to-one basis and in groups.

PROBE FOR RESPONSES: When students give you incorrect or incomplete answers to questions, probe further with a series of questions to help the students locate and correct the error.

GIVE SPECIFIC FEEDBACK: When commenting on student performance, give clear and specific feedback. Say what is right and wrong and avoid overuse of phrases like: "OK, good, nice try, not quite." These phrases suggest that the student is not expected to improve.

CALL ON STUDENTS, IN A VARIETY OF WAYS: If you are accustomed to a single question-answer style, try varying the ways you call on students so that you present many opportunities to participate. You may ask for volunteers; choose respondents; have one student select respondents; pair students and have them respond to each other; have groups develop answers and responses for the group.

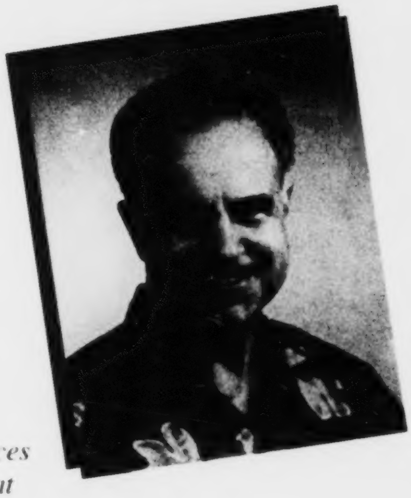
VARY TYPE OF QUESTIONS: Assess the type of questions you ask and concentrate on asking open-ended, thought-provoking questions with students who usually get the "yes-no" type of questions. Sometimes ask students why and how they arrived at their answers.

CHANGE SEATING ARRANGEMENTS: If you are accustomed to a single seating pattern, try changing the seating. Try to spend time physically close to students who have been seated away from your usual location.

USE NON-BIASED MATERIALS: Identify and select multicultural non-biased instructional materials for classroom use.

PROVIDE ROLE MODELS: Use volunteers or speakers in class who can model positive qualities or characteristics which are different from yours. People of different race, culture, language, sex, interests, or skills broaden the options for students. Also include persons with disabilities.

When "Pull" Comes to "Push"



All of us are dealing with constant change and the need to produce more results with less. Are there lessons from the private business sector that can help community college professionals figure out better ways to be effective?

Tom Mitrano, vice president for communications and community services with Bank of Hawaii thinks so, and he shared these lessons with student services personnel and others at Kapi'olani Community College on Friday, March 7, at the annual Excellence in Education forum. Here's a summary of Tom's remarks.

Are you a *pull* kind of person? Or are you a *push* kind of person? These days, the technology people are moving from *pull* to *push*. Maybe we, who are in business and in schools, should do the same.

In a nutshell, *pull* technologies wait for someone to ask them to do something. On the other hand, *push* technologies anticipate requests and answer questions before they may even be formulated.

Here are some examples of *push* and *pull* from my life in business at Hawai'i's largest bank.

On the *pull* side of the ledger, I start with my voice mail. It waits for me to leave a message, and for my colleague to retrieve her messages. I turn on my computer, select a program, pull down a menu, and type a memorandum. I run my "browser" to surf the World Wide Web, find something I need, and download it to my computer. I watch the financial news on television, flip through the dozens of channels available, and pick out one I need. Once a week, I get a company newsletter that tells me what's going on, and once a quarter I get a listing of the professional development courses our human resources department offers.

In each case, I use a single technology to perform a single task, usually picking out one among many of the choices available. Those who think about such things, characterize these as *pull* activities.

By contract, *push* technologies are multi-media, self-aware and intelligent. A *push* technology would translate my undelivered voice messages into a fax and send it, or redirect my call to my colleague's pager—all without any action from me. When I type a memorandum, the program knows what I am doing and suggests, while I type, ways to enhance what I am doing. My "browser" disappears; it exists invisibly inside my computer—and inside my car, my clock, my microwave! It knows what I need and is constantly, silently searching for information I can use. When the electricity is interrupted, it resets all my clocks automatically. When it's time for my monthly trip to Maui, it finds the best price and time for my flight, calls me with a message or flags the information on my computer, then allows me to make the reservation with a click of the mouse. When my car is a block from home, dinner starts cooking. When I turn on the television after dinner and the commercials appear, they are special commercials about things I decide that I want to know. My company newsletter and "intranet" disappear. Instead, information I need for my job is pushed at me while I work in ways that enhance my work.

These technologies exist. I'm not trying to impress you with any pretense at futurism. Nor am I asking you to accept or agree with all the results of these technologies.

What I do wish is to have you reexamine what you do from a *pull-push* perspective and ask if there aren't tools you can use to improve your results where you work.

An example of a *pull* organization is a class of students assigned to take a particular course. A *push* alternative would be a self-organizing audience for some subject area. Classes and classrooms are *pull*; communities (real and virtual) are *push*. Semesters are *pull*; learning-on demand is *push*. Bureaucracy is *pull*; self-directed teams are *push*. Word smithing is *pull*; idea-smithing is *push*. Teaching is *pull*; learning is *push*. Distance learning is *pull*; ubiquitous learning is *push*. A course catalogy is *pull*; a life catalog is *push*. Office hours are *pull*; 24-hour-on call-service is *push*. Counselling is *pull*; relationships are *push*. Advice is *pull*; experience is *push*. Libraries are *pull*; learning TV is *push*. On-off buttons are *pull*; always-on is *push*. Diplomas are *pull*; educational guarantees are *push*.

A cohort of counselors in each time zone in the world passes along students who need attention "after hours." Graduates are given a guarantee on graduation, and from time to time, return to school as part of an educational "recall" that is financed, in part, by employers.

My wife teaches Drama 101 on television for Leeward Community College. Technology would let her *push* the course this way: Her students would get their newspaper or magazines or campus newsletter digitally. But, their copy would have theatre or movie reviews on the front page. And, when they click on the review of something they like, the relevant part of the Drama curriculum would appear, along with an optional assignment for extra credit, and a schedule of performance times the student could select.

A counselor is working with a student trying to decide on a career focus. Technology would let him *push* the student this way: While watching ER, the student is struck by the job a lab attendant performs. A click on the screen brings up a clip showing the actor being coached by a professional lab attendant. A further click brings up a list of courses required to qualify for the job, and lists the local schools offering the courses at night, when the student can attend.

One common thread of *push* technology is that it is customer- and information-rich. Another is that *push* technology makes users become producers rather than simply consumers. A third is that quality of results becomes more important than quantity of effort.

Here's an assignment: This morning, count three *pull* technologies you use, and three *push* ones. Tomorrow morning eliminate one *pull* technology in your life and replace it with one *push* technology. Share your experience with a colleague. Discuss the results; what worked, what didn't. The next day try it again so it helps a student in some new way. Ask the student about the results; what worked, what didn't.

I'm talking about a mindset here, not evangelizing technology.

But when *pull* comes to *push* on your campus, better qualified students will come from your campus to my office.

Student Retention: A Shared Responsibility at Maui CC

Imagine receiving a phone call from your Provost personally asking you if you're planning to attend school next semester. Well, that's exactly what happened to 30 Maui Community College students, who were pleasantly surprised to hear from Provost Clyde Sakamoto last summer.

Provost Sakamoto's phone calls were part of Maui Community College's collaborative efforts to remind students about registration. Last summer, after Maui CC identified approximately 600 to 700 students who didn't graduate and who had failed to take advantage of early registration, the staff, faculty and administrators at Maui CC all pitched-in to call these students. According to Dean of Student Services Alvin Tagomori, sending out a form letter to remind students about registration wasn't enough. "We needed a personal touch," he said. "And the students receiving the calls were very appreciative."

In addition to calling students, Maui CC introduced a campus-wide continuing student survey, which provided insight on students' needs and future plans. Conducted during a one-week period last October, the survey resulted in an unprecedented 2,271 unduplicated responses. This information helped the instructional faculty to plan more effectively for the spring semester. The survey was used by the Student Services staff to follow-up with students who were having financial/personal difficulties or who were undecided about their future at Maui CC. "The success of the survey was primarily due to the support and cooperation from all faculty and staff," Tagomori said.

Dean of Instruction Liz d'Argy emphasized that the bottom line to enrollment and retention is the quality and scope of instructional offerings and support services which meet students' goals and are offered when students need it the most. This year, Maui CC began offering early morning and weekend classes for those who could not attend during the normal day and evening hours.

Provost Sakamoto added: "Like all campuses, we are reviewing and implementing more creative strategies to optimize instructional, institutional, and student support resources. Our community has high expectations and we need to deliver."

Here's a flash to the past: Maui CC's busy 1994 registration period. Over the years, Maui CC has been able to keep registration figures at high levels with its aggressive approach to student retention and recruitment.

PROFILES IN SUCCESS

JANICE KAAHUI
Owner and Director of
Kihei Community Preschools
Maui CC graduate

Perseverance Pays Off for Janice Kaahui

The chattering sounds of little children's voices vying for attention might drive the most ardent mother batty. But for Janice Kaahui, Maui CC graduate and owner/director of Kihei Community Preschools, chattering children is music to her ears. "I can't think of any place else I'd rather be," she says smiling as her young charges gather around her.

Standing amid a sea of 3-, 4-, and 5-year-olds, Kaahui calmly guides her young charges back into the classroom after a mid-morning break in the courtyard. Above the din of boisterous preschoolers, you can hear Kaahui loudly direct her kids to put away their snack packs and to pick out a toy.

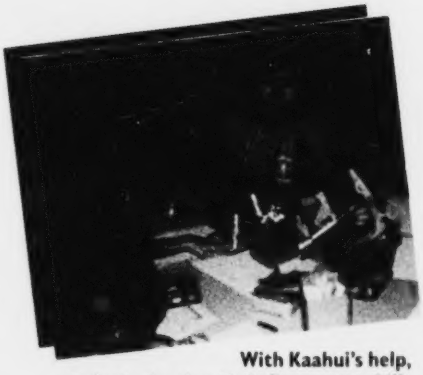
Without skipping a beat, she catches one of her young students zooming out of the play zone with a big yellow truck, and guides him back into the designated free-play area. However, don't let the "free play" throw you off, there are rules to be followed here and motor skills to be developed. Kaahui's teaching is based on the Developmentally Appropriate Curriculum philosophy, which she learned at Maui CC's early childhood education program. "We believe that all areas of development are equally important—social skills, emotional skills, physical skills and cognitive skills," she says. "We allow the kids to explore in their own way."

Her curriculum is based on age appropriate activities which are individualized to each child's developmental stage. As evidenced during that free-play session, some children played with blocks, while others sat at a table and colored pictures and practiced their alphabets.

Kaahui's successful preschool business didn't occur overnight. It took many years of schooling and lots of hard work.

After graduating from high school in 1979, she attended Maui CC, then transferred to the University of Hawaii at Manoa. During that time, she also got married, had three children, then got divorced. As a stay-at home mom, she also baby sat to make ends meet, or as she puts it "to pay the mortgage." However, she knew she needed to get a solid education before she could turn her baby sitting business into a bonafide preschool. So that's when she decided to go back to Maui CC in 1991.

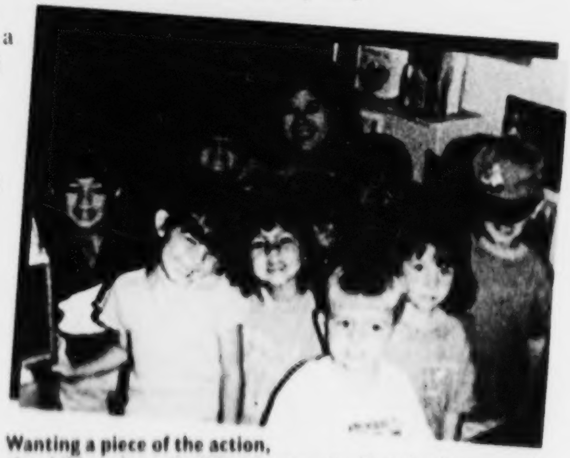
It was pretty tough raising a family, working full-time and going to school—all at the same time," she says about her struggle to achieve her goal. Even while maintaining a 4.0 grade average in her early childhood education curriculum at Maui CC, she had time to devote herself to community service. In fact, her achievements and volunteerism didn't go unnoticed. She was awarded the Regent's Award for Public Service in 1995.



With Kaahui's help, students develop their fine motor skills with lots of drawing and coloring.

To this day, she continues to work toward raising the image and professionalism of early childhood educators by volunteering her services to the Early Childhood Resource Team. Serving as a mentor, she helps other preschools meet the stringent criteria and high standards required for accreditation. Having two accreditated preschools herself, she feels compelled to help others achieve the same success.

"Sometimes it may get discouraging," she says. "But I would tell anyone who is interested in early childhood to stick with it." Kaahui is definitely glad that she stuck it out. Today, she has the best of two worlds right there in her preschools—a place of business and a place where she can hear the chatter of children all day long.



Wanting a piece of the action, the children from the Kihei Community Preschool surround their teacher, Janice Kaahui, as she tries to pose for pictures.

BILL MOSSMAN
Editor of Sun Press Newspaper
Windward CC graduate

Bill Mossman: The 'Write' Man for Sun Press

If the newsroom is quiet and the offices are clean, then it must be Thursday at the headquarters of Sun Press newspapers. Because, for editor Bill Mossman, Thursday is the day when he and his staff can take a short breather from the previous three days of intense newsroom activity. Thursday is when they can regroup for another week of production.

For Mossman, the first three days of the week are especially intense because he's the last line of defense before the newspapers go to press. "All the final pages come to me for review," he says about checking and rechecking the final pages for errors. His publication week usually begins on Thursday when story ideas are drawn and assignments are distributed to his staff. Then, it escalates on Monday, Tuesday and Wednesday, as he fervently "puts to bed" four community newspapers that make up the Sun Press family of weekly tabloids.

For some people, the rigors of a news job might drive them out of the business. But news reporting is exactly what attracted Mossman to the job in the first place. He says he never really aspired to be an editor, and thought he would always be a writer—something he enjoys very much.

His interest in writing began at an early age. As the youngest of ten siblings, Mossman says he had a lot of time on his hands to do the things he enjoyed such as playing sports as well as reading and writing. "When I was young, I didn't have many chores because my older sisters and brothers took care of all the work around the house," he says. "So I read a lot. My favorite books were Encylopedia Brown, the Three Investigators, and the Hardy Boys mysteries." He adds that as a youngster he also wrote a lot of short mysteries like the stories he had read.

When asked what ignited his interest in journalism, he says, "I think I first started to have an interest in sports reporting during my intermediate school years." He adds that he grew up with Joe Moore, when he was doing sports, and other sports reporters like Jim Leahey and Gary Sprinkle were very influential as well.

Mossman first got hooked on print journalism while attending Windward Community College. As he explains it, he took instructor Libby Young's writing class and was immediately recruited to join her staff at Windward CC's student newspaper, Ka'ohana.

"My original intent was to go into broadcasting, but Libby suggested that I stick it out and try print," he says. He even went as far as to receive his bachelor's degree in journalism with an emphasis in broadcast news, but he has never regretted the decision to stick with print journalism.

To this day, Mossman credits Young for inspiring him to become a news reporter. "If there was a catalyst for my interest in journalism, it would be Libby," he says. "It all snowballed from there."

Mossman says that it was Young who first suggested that he interview for a job at Sun Press while he was still a college student. So, with only a handful of news stories to show the editor, Mossman was given a chance as a news reporter. "I think I've been at Sun Press ever since," he says smiling.

Sun Press editor Bill Mossman reviews all the layout spread sheets before sending the final layouts to the pressroom.

Brief Notes...

Kapi'olani CC Receives Fulbright-Hays Award

Story from Kap'iolani CC Bulletin

The U.S. Department of Education Fulbright-Hays Projects Abroad Program recently awarded Kapi'olani CC $53,180 to support a scholar/group leader and 12 participants for a four-week study session in Japan this summer. The project focus is "community, connections, and continuity" in relations between the United States, Hawai'i and Japan. The project will produce a curriculum guide that will be distributed nationally and internationally via the Internet.

In executing the project, Kapi'olani CC will be working closely with Kansai University, which supported Kapi'olani CC's application to the U.S. Department of Education. Kapi'olani CC will be working with the East-West Center's Asian Studies Development Program, AACC, AASCU and other groups to identify participants for this project.

Clements Honored with the ACERT 1997 Outstanding Educator Award

Kapi'olani CC's radiologic technology instructor Roland Clements was recently honored with the Association of Collegiate Educators in Radiologic Technology (ACERT) Award for Outstanding Educator, 1997.

Clements has been the Radiography Program Director at Kapi'olani CC since 1970. Kapi'olani CC's radiography program received the U.S. Secretary of Education Award in 1988. The program was the first radiography program to earn this coveted national award for excellence in education.

Additionally, Clement continues to enhance his program. In 1995, he served as coordinator of a continuing education series entitled, "Radiography—Entering the 2nd Century," a seven-hour series that has been shown on eight different public cable channels.

And while his contributions to the field of radiography in Hawai'i has touched the lives of many aspiring radiologic technologists here in the islands, he also has made an impact on the lives of many Micronesians. In the late 1980s, Clements traveled to Micronesia to assist and teach radiology workers in remote health care facilities on how to produce a more diagnostic examination.

In addition to all his professional contributions, Clements is an avid collector of radiologic artifacts. Over the years, he has collected more than 75 historical artifacts and photographs including x-ray tubes representative of each decade for the past 100 years, which is organized into a scientific exhibit at the Hawai'i Medical Library to commemorate the radiology centennial in 1995-96.

Clements received his B.A. degree from Jacksonville University with a major in biology and a minor in chemistry; his M.A. degree from Northeast Louisiana University with a major in biology; and his M.Ed. degree from the University of Hawai'i.

Windward CC Selected for National Project Participation

Windward CC has been selected by Phi Theta Kappa to participate in the Improving Science and Technology Education at Community Colleges project, which is funded by the National Science Foundation and conducted in cooperation with the American Association of Community Colleges. Windward CC's selection by Phi Theta Kappa, the International Honor Society of two-year colleges, recognizes the college's dedication and commitment to achieving excellence in its science, math, engineering and technology programs.

As part of the national project, Windward CC sent its team of instructors Joseph Ciotti and Floyd McCoy, and Assistant Dean of Instruction Karla Jones, to participate in Phi Theta Kappa's National Science and Technology Education Conference I in Washington, D.C. As one of the selected colleges, Windward CC also will be receiving mentoring support services from the national organization, which will assist Windward CC's team of instructors to develop and implement their "action plan" to strengthen the teaching and learning of science, mathematics, engineering and technology at Windward CC.

Sullivan Awarded $10,000 Grant

Story by Steve Murray, editor-in-chief for Kapi'o

Kapiolani CC nursing instructor Kathleen Sullivan is the recipient of a $10,000 Academic-Year Ambassadorial Scholarship Grant from Rotary International.

Rotary International was started in 1905 in Chicago by attorney Paul P. Harris. The original intent was to promote fellowship among business people, but the focus changed to the service of others and today Rotary International boasts over 1 million members.

The grants are awarded to higher education faculty to teach at universities of their choice in developing countries. Developing countries are currently defined as countries with GNP of less than $5,999. A condition of the grant is that the recipient must teach in a field that has practical application to that country. Proper medical care is a problem that plagues most developing countries, and this is an area where Sullivan's expertise is desperately needed.

In May, Sullivan will be going to Fiji to share her knowledge of nursing with university students there. While in Fiji, Sullivan will not only act as an instructor, but as an ambassador of goodwill also.

1997 National Coalition for Sex Equity in Education (NCSEE) Conference

The eighteenth annual National Coalition for Sex Equity in Education (NCSEE) conference will be held on July

20-23, at the Royal Lahaina Resort, Maui, Hawai'i. The goal of the conference is to encourage diverse representation and voices of ethnic, racial, language, cultural, religious, socioeconomic, age, gender, sexual orientation, geographic and disability groups.

The 1997 NCSEE conference will bring together educators from around the country to discuss the importance of equity and diversity in education, teaching and learning in a diverse environment, and educational reform. Participants of the conference will revisit the past, examine the present, and look to the future, during four days of in-depth seminars, workshops, topical panel and roundtable discussions, as well as interactive symposiums.

For conference information and registration brochure, contact: Cammie Matsumoto at 956-3871 or cmatsu@cccada.ccc.hawaii.edu.; Sandra Okazaki at 832-5940 or sandyoka@hcc.hawaii.edu; Jerry Cerny at 845 9229 or jerry@pulua.hcc.hawaii.edu.

Call for Nominations for Chancellor's Award for Outstanding Service

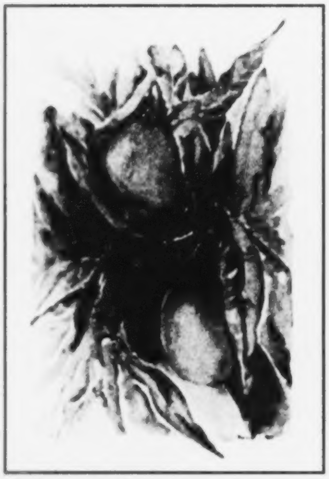
The University of Hawai'i Community Colleges are calling for nominations for the Chancellor's Award for Outstanding Service. The award gives recognition to the Community Colleges' civil service or administrative, professional and technical (APT) employees for outstanding demonstrated work performance, service, leadership and/or the fostering of excellence in higher education.

Any full-time civil service or APT employee who has been employed continuously for not less than twelve (12) consecutive months in a community college, the Employment Training Center or the Chancellor's Office will qualify.

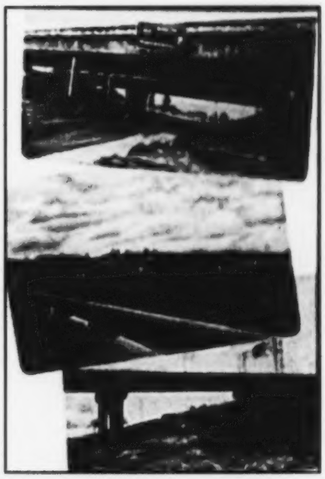
Contact your provost for more information. The nominations deadline is April 11, 1997.

Art on Display at the Chancellor's Office

This year, for the first time, the UH Community Colleges are participating in two nationwide contests sponsored by the League for Innovation—an art contest and a literary contest. Art entries from throughout the UHCC system were judged here in February. Then, five winners from the art category and three winners from the literary category were selected to represent the state in the national competition. The statewide competition was coordinated by Kapi'olani CC Associate Professor Noreen Naughton. The work of the five winners in the art competition is being displayed in the conference room at the Chancellor's Office, 2327 Dole Street, while we await the results of the national competition.

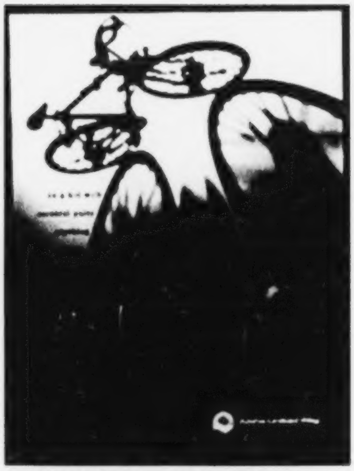


"Mangos" watercolor
Rene Darrow, Windward CC



"View From Family Van" acrylic,
Kaoru Higa, Leeward CC

"Spooky" B&W photo, Alan Sumalpong, Leeward CC



"Intimidating" photo/composition,
Mary Araujo, Honolulu CC

"Green Plate" clay,
Randall Ho, Kapi'olani CC

International Agreements *(Continued from page 1.)*

be very supportive. As Suzuki best explained it: "In Japan, the instructors don't give feedback on the assignments we do—they just grade them. Here, we get a lot of comments and suggestions. We also get a lot of homework—more than is given at my college back in Japan."

The only problems they have encountered on campus were the common ones usually experienced by most new students to a new college—housing and student services. Yet, despite the challenges, Obayashi and Suzuki found campus life to be quite interesting, especially since developing a friendship with the "unofficial ambassador" to the Japanese foreign exchange students, Damian Zukeran, last year's Kansai University exchange student. "Damian has introduced us to a lot of local friends who are interested in our Japanese culture," Obayashi said. "UH is too big to make a friend, and if it weren't for Yoshihide or Damian, I would be very lonely."

In addition to the student exchange programs, the international agreements also offer students an opportunity to study in short-term training or educational programs. Hundreds of international students have visited Hawai'i through study abroad programs offered through the Community Colleges' Office of Community Services and Special Programs. Not only do these international exchanges provide students with a more global perspective, but these exchanges also support the economic development of Hawai'i through what we call "edu-tourism."

The Office of Community Services and Special Programs combine an educational component to a visitor's experience in Hawai'i. Arrangements are made with colleges and universities in Japan, Okinawa, Korea, Australia and New Zealand to send students for short-term training (lasting anywhere from a week to several weeks) in culinary arts, computer skills, English as a Second Language, early childhood education, and American and Hawaiian culture and history, among others.

However, international exchanges are not limited to students. Faculty members also are going abroad to teach or exchange ideas for the development of cooperative projects. For example, Kapi'olani CC's Library Director Terry Webb traveled to China to meet with administrators and librarians at Peking University (PKU) to select further cooperative projects. This year, the Kapi'olani CC library will create a "mirror site" of the PKU library's WWW site on the Kapi'olani CC server. This will make the PKU resource much more accesible to interested Internet users worldwide.

In addition to developing projects with their international partner institutions, faculty members are also working together to develop quality student exchange programs. Leeward CC Associate Professor Kathleen Young recently returned from such a planning effort in Melbourne, Australia, where she met with faculty and administrators of the Royal Melbourne Institute of Technology (RMIT). While in Melbourne, Young reviewed RMIT's office administration and technology curriculum in preparation for possible student exchanges in the spring of 1998. Young said this exchange program at Leeward CC is just the beginning of more joint efforts with RMIT. Future plans with RMIT include collaborative teaching through multimedia conferencing and the internet.

Throughout the University of Hawai'i system of ten campuses, these and many other international cooperative efforts are taking place daily. Whether it's through student and faculty exchanges or through the development of cooperative projects, the University of Hawai'i Community Colleges are helping transform "learning" into a global experience.

Community Colleges
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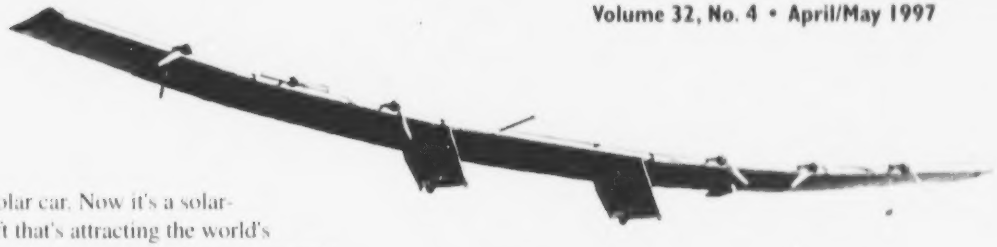

History in the Making

First it was the solar car. Now it's a solar-powered aircraft that's attracting the world's attention to Kaua'i Community College once again. The aircraft, called the Pathfinder, is part of a NASA project, which Kaua'i Community College has been selected to facilitate.

Kaua'i CC Associate Professor Rick Matsumura and his team is supporting the Pathfinder project by assisting NASA with flight operations, documentation, durability and performance testing, as well as data collecting and analysis. In this cooperative agreement with NASA, Kaua'i CC also has developed a web site specifically designated for the Pathfinder project. Matsumura says that NASA expects the world's scientific community to visit the Pathfinder website frequently, searching for details on test results and other valuable information.

Why did NASA choose Kaua'i as its test site? To begin with, Matsumura says, Kaua'i has good weather conditions, direct sun and relatively free air space for testing the Pathfinder's capabilities—perfect elements for breaking some altitude records, which NASA hopes to do while in Kaua'i. In addition, he says, "Our experience with solar technology and our close proximity to the Pacific Missile Range Facility helped to move the project in Kaua'i's favor."

There are many fringe benefits from supporting a national project like the Pathfinder. For example, the project enables Kaua'i CC to pursue its interest in solar technology and advance its capabilities in the solar-energy field. Students will undoubtedly benefit from "real world" field experiences, which can be applied to principles of electronics, physics and other disciplines in the classrooms. And, the intellectual vitality of Kaua'i will be stimulated with the knowledge and expertise brought in by the project's partners, among them the developer of the Pathfinder, AeroVironment, Inc.

The Pathfinder was built by AeroVironment, Inc., the engineering firm headed by Dr. Paul MacCready, noted builder of human-powered aircraft and other ultra-high-efficiency vehicles. From above, the Pathfinder looks like a plank of lumber 100 feet long and eight feet wide with eight electric-powered propellers. There's no rudder, no fin or tail, and definitely no room for a pilot. It looks more like a giant wing than an airplane.

Yet, as ugly as it looks, the Pathfinder is also quite durable. Controlled remotely by a ground crew and weighing a mere 400 pounds, the Pathfinder is capable of remaining aloft for weeks by utilizing stored energy in its fuel cells—perfect for atmospheric measurements, reconnaissance, and telecommunication applications.

The day when an unmanned solar-powered aircraft flies continuously around the globe is very near. And the best part about making history is that Kaua'i CC had a hand in it.

ThePathfinder is a technology demonstration platform for investigating viability of solar-powered aircraft for high-altitude, long-endurance flight.

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VITEC
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Continental Airlines to Give Scholarships

Joyce S. Tsunoda
Senior Vice President and
Chancellor for Community Colleges

The Year in Restrospect

Another academic year is about to come to an end much too quickly for most of us, but perhaps not quickly enough for some of our students.

Academic 1996-97 was quite a year. We narrowly averted a faculty strike. Our students coped with the impact of increasing tuition; our faculty, with yet another year of full teaching loads and little relief in sight; and our administrators still walking the tightrope balancing the demands of access with accountability. The wonder of all this is that quality teaching and learning continued throughout our UHCC System.

This year, we collectively focused on developing our Strategic Plan—for the UH System, the Community College System, and for each campus. Beginning with Kaua'i CC last September through Kapi'olani CC this month, each provost presented the respective campus strategic plan to the Board of Regents. Each Provost did well. I am proud of them and of the campuses for following through with strategic plans unique to each campus, yet reflecting the key goals of both the University-wide Strategic Plan and the priorities of the UH Community Colleges.

The very first action taken by the Board of Regents in accordance with this new Strategic Plan of the University was to pass a policy establishing the University Centers on Maui, Kaua'i, and West Hawai'i. Each of the three University Centers is under the administrative responsibility of the Community Colleges, and will serve to bring to the neighbor island sites various courses and programs from other campuses which are not available there. Maui CC has the lead in launching the University Center operation, and Hawai'i CC has also started to reconfigure the West Hawai'i operations as a University Center. My hat is off to Provosts Sakamoto and Sakaguchi for assuming these additional leadership roles.

In accord with the emphases of our strategic plan, we saw numerous efforts to expand the international dimension of teaching and learning. Leeward CC signed new exchange agreements with the Royal Melbourne Institute of Technology in Australia and with the Okinawa Women's Junior College. Other campuses maintained or expanded existing reciprocal agreements with colleges throughout Asia. Kapi'olani CC received a Fulbright-Hays award to enable students and faculty to travel to Japan and to work with Kansai University in Osaka. Hawai'i, Kapi'olani, and Kaua'i Community Colleges participated in outreach efforts sending representatives to Korea and Tokyo to market edutourism. Coming up in just two months, on June 15-17, 1997, the UH Community Colleges will be hosting the third Japan-U.S. Junior College Presidents' Seminar.

Also in accord with our strategic plan, we witnessed a blossoming of the use of technology to enhance educational opportunities. At Kapi'olani CC, this included a new English 101 course offered via Internet, as well as state and national on-line conferences addressing "best practices" in the instructional use of the Internet. At Leeward CC, the Internet was incorporated as a special support mechanism for instruction in History 152. And at Honolulu and Kapi'olani Community Colleges, faculty continued their AACC award-winning programs of on-line engineering instruction.

A third area of emphasis across our system was the quality of the teaching and learning experiences. Special efforts included the systemwide undertaking to insure that our General Education requirements are relevant in helping students meet their associate degree completion needs. Also indicative of our quality emphasis were the numerous awards won by both students and faculty. These ranged from the Fall 96 announcement that Windward CC's Joseph Ciotti had been selected as Hawai'i's Professor of the Year (by the Carnegie Foundation for the Advancement of Teaching) to the Spring 97 announcement that Hawai'i CC student Dawn Velasquez had been named as one of only twenty students in the nation comprising the USA Today Academic All-American Team. Particularly impressive about both of these announcements was the fact that this was the second consecutive year for such winners at both Windward and Hawai'i CC's. ETC also did us proud by being nationally recognized for its successful work with at-risk youths. At the AACC Conference held this month in Anaheim, ETC was presented a plaque and a $10,000 check by the American Association of Community Colleges and the U.S. Department of Labor. Congratulations to Director Tim Craig and his dedicated faculty and staff!

Nor can I forget the many efforts across all of our campuses to promote community service. These ranged from Kapi'olani CC's continuing national leadership in the Service Learning Project to the very tangible work by ETC students to restore the portable units which became their new "home" on the Honolulu CC campus. My heartfelt mahalo to all of you teachers, learners, and the dedicated staff and administrators who provide support.

"WHAT DOES THE ACADEMIC YEAR 1997-98 HOLD FOR US?"

(Continued on page 12)

Renown Chef Andre Soltner Spreads His Magic

ABOVE: Andre Soltner adds a finishing touch to his Gazpacho. LEFT: Andre Soltner takes a break with the Kapi'olani students who accompanied him aboard the S.S. Independence. Left to right are: Ty Johnson, Andre Soltner, Magdy El-Zoheiry, Mitzi Merrill, and Scott Miyamoto.

"Cooking is a love affair—you must cook with love!" exclaimed legendary chef Andre Soltner. "A good chef cooks from his heart, from within."— maxims that Soltner has lived by for most of his 65 years—earning him a lifetime of honors and accolades from around the world.

The French born Soltner, famed for his Manhattan restaurant Lutece, visited Hawai'i for two weeks in April as part of Kapi'olani Community College's visiting chef program. Soltner and six Kapi'olani CC students spent three days aboard the S.S. Independence as it cruised around the island chain. The cruise provided Kapi'olani CC with a unique way to share Soltner's cooking wizardry with culinary students systemwide, as the ship made stops at all of the major islands.

This visiting chef program was made possible through resources provided by the Guslander Endowment, and the coordinating efforts of Frank Leake, chair of the food service and hospitality education program at Kapi'olani CC. The Guslander Endowment was created from a large donation by Grace Guslander in the name of her husband Lyle, to provide culinary students with unique opportunities to learn more about their field of study. Leake said that the visiting chef program is just one of the many ways the endowment has successfully enriched students' lives.

Another committed player in this year's program was American Hawai'i Cruises and its Executive Vice President James Nobles, who made it possible for neighbor-island culinary students to meet and learn from Soltner in-person. The ship made stops in Maui and Hawai'i, where food service students from Maui Community College and Hawai'i Community College were invited to witness the cooking mastery of Soltner through several cooking demonstrations held on board the S.S. Independence.

For many of these students, it was a "once-in-a-lifetime" experience. Just ask Kapi'olani CC culinary student Mitzi Merrill. She knew the importance of this rare opportunity. Having spent nearly a week under the tutelage of Soltner aboard the S.S. Independence, she said her experience with Soltner was the highlight of her culinary career. "I wouldn't have passed this opportunity for anything else in the world," she exclaimed in her youthful exuberance.

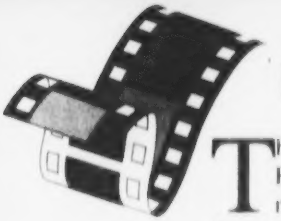
During the short stint with Soltner on board the S.S. Independence, Merrill and the other Kapi'olani CC students were put to the test immediately. Merrill commented: "The big challenge for us came on the second day of the cruise, because we had to prepare Soltner's menu. Things got really busy in the kitchen, and we had to work real fast with the rest of the crew But I think we all did really well. It was great!"

Although Soltner said he's in retirement, having sold his world-renown French restaurant, you would not know it by the way he throws himself into cooking. Throughout the week-long cruise aboard the S.S. Independence, Soltner rarely left the ship's galley, preferring to cook along side his apprentices and cook mates.

His dedication and love of his craft also were readily apparent when he conducted several cooking demonstrations for the community college students, faculty and special guests. Even a simple recipe like Gazpacho took on new dimensions with his special blend of humor, charm, and of course, lots of love. Soltner made French cooking look simple, quickly debunking the myth that French cuisine is difficult to cook.

In fact, his advice to all young aspiring chefs and home cooks today is to cook simply. "Too often people want to create and they put a lot of things into their food and they call it their creation," he said about the new trends. "The simpler you cook, the better it is. Food should always taste like what it is—food."

Herman Dick, a regular patron of Kapi'olani CC food service restaurant when it was located at the Ala Wai, was pleasantly surprised to find out that chef Andre Soltner's cooking demonstration aboard the S.S. Independence was part of the visiting chef program at Kapi'olani CC. "I always thought very highly of Kapi'olani CC's food service program," he said. "I think it was ahead of its time, even back in the old days." He recalled how you didn't need reservations to eat lunch at the dining room back then. However, he did visit the new facility recently and was very impressed with the dining room, food and students.



UH Community Colleges Launch Ad Campaign

The University of Hawai'i Community Colleges launched their first-ever advertising campaign on May 5, in an effort to increase the public's awareness of the community colleges' quality instruction and diverse offerings.

Vice Chancellor for Student and Community Affairs Sharon Narimatsu says that the campaign's aim is to dispel the notion that the community colleges are second best. "Our mission is different from that of a baccalaureate institution," she says. "Just as these four-year institutions are good at what they do, so are our community colleges good at meeting the needs of students who go on to very successful careers."

She mentions such luminaries as Emme Tomimbang, Tina Shelton, police chiefs Michael Nakamura and Howard Tagamori, as well as doctors Patricia Blanchette and Melinda Domenden Santhany, who have all attended the community colleges enroute to successful careers. The Community Colleges have also produced some of Hawai'i's best chefs, including Thomas Wong, Alan Wong and Russell Siu, to name a few.

The campaign, themed "Every Dream is a Possibility," includes television and radio advertisements, which highlight two successful community college graduates: Kapi'olani Community College graduate Thomas Wong, the Executive Sous Chef at the Royal Hawaiian Hotel and a recent guest chef on the nationally syndicated "Dining Around" television program; and Dr. Melinda Domenden Santhany, a practicing physician at the Wai'anae Coast Comprehensive Health Center on O'ahu.

The commercials not only feature community college graduates, but were produced by community college alumni as well. Angela Angel, a graduate of Leeward CC's television production program and a producer at 'Olelo, and Leeward CC Educational Media Center Director Mike Pecsok and his staff of community college graduates and students, worked together in producing the 30-second commercials. "The whole campaign was a wonderful team effort, combining the creative minds of my staff, Mariko Miho and Susan Lee, with the production wizardry of Angela Angel, Mike Pecsok and company," Narimatsu says proudly of the "in-house" effort.

In addition, the ads also feature a song written especially for the community colleges by Kim Char Meredith, a local songwriter/musician. The song, "Answer to a Call," was produced by Meredith and Tropical Jam Production.

You can catch the commercials on KGMB or KHNL. Radio spots on KSSK will follow the television ads, beginning May 12.

Hawai'i CC's Dawn Velasquez Honored

Hawai'i Community College student Dawn Velasquez, from Captain Cook, Hawai'i, has been chosen to be on the All USA Community and Junior College Academic Team, which was sponsored by USA Today, Phi Theta Kappa International and the American Association of Community Colleges (AACC). Velasquez received her award in a ceremony held in Anaheim, California, last month, one of twenty all-Americans nationwide selected for this honor.

Home schooled by her parents and neighbors, Dawn always aspired to go to college one day. The opportunity came after she graduated from Hilo Community School for Adults in 1993, receiving the highest G.E.D. score in the state of Hawai'i. Dawn enrolled at Hawai'i CC - West Hawai'i and left the freedom of home schooling behind her.

As she writes in her essay: "Being the first of three home schooled children, my previous educational experiences had been quite different. I had excelled in the freedom of home schooling, learning such diverse things as advanced astronomy from a neighbor, carpentry and mechanics from my father, organic farming and operating an Arabian horse ranch from my mother, and the history of Hawai'i's diverse cultures on my own. I could vary the length of study and detail of my subject matter at will, as long as I covered all required materials."

Today, Dawn has adapted to the rigors of the academic life excelling to new levels of success in both her academic and personal endeavors. Scholarship, fellowship, leadership and service to the community are all hallmarks of Dawn's industrious and down-to-earth personality. As an honor student at Hawai'i CC, Dawn pursues many activities which exemplify these special qualities. She serves as Vice President of the Hawai'i CC - West Hawaii chapter of Phi Theta Kappa, and supports the Hawai'i Humane Society, American Cancer Society, and the Arts and Creative Theater through her volunteerism.

Dawn also finds time to work as farm manager at an organic farm called Adaptations. In addition, she breeds Arabian horses and participates in horsemanship competitions. As though this isn't enough, she also works part-time at another job, working in the kitchen of the Keauhou Kona Yacht club. She says these jobs allowed her to witness and experience "first hand" everything from the sowing of the seed to the plant's consumption.

After graduating from Hawai'i CC this May, Dawn plans to pursue a bachelor's degree in geology and agriculture. Her long-time educational goal is to obtain her master's and doctorate's degrees, and then eventually secure part-ownership of her family's farming business.

Community Colleges' Administration of Justice Program Fills a Need

For centuries crime has been ranked among the most serious problems with which society has had to contend. Today's problem solvers and crime stoppers are faced with criminals who do not fear incarceration. In fact, today's criminals are very sophisticated, using the latest in technology and weaponry.

The Community Colleges are doing their part to fight crime by educating Hawai'i's aspiring super sleuths. The Administrative of Justice programs at Honolulu, Maui and Hawai'i Community Colleges offer students educational opportunities in all areas of the criminal justice system. Students must tackle such subjects as criminal investigations, report writing, introductions to corrections and private security, criminalistics (forensics), current issues and computer applications in the justice field, as well as rules of evidence and constitutional law among others.

Part of the learning experience also includes field trips to the court systems, correctional facilities, and police departments. In March, a group of students from Maui Community College made a special trip to O'ahu to visit the judicial courts and several of O'ahu's correctional facilities. Guided by their instructor, Associate Professor John Wilt, they took an inside look at the Halawa Correctional Facility, the Honolulu Police Department and the U.S. Army Central Identification Laboratory at Hickam Air Force Base.

And as always, the Administration of Justice instructional teams systemwide continue to infuse new vitality, enthusiasm, and professionalism into their course offerings. For example, Honolulu CC's program coordinator Robert W. Vericker, a 30-year veteran of the Federal Bureau of Investigations, enlivens the program's instruction by inviting guest speakers from all areas of the judicial system to talk with students. Guest speakers included U.S. Attorney Steven Alm, Director of the Department of Public Safety Keith Kaneshiro, City and County Prosecutor Peter Carisle, HPD majors Gary Dias and Ken Tano, and defense attorney Gary Modafferi, among others.

After a tour of the Halawa Correctional Facility, members of the Honolulu CC Administration of Justice Club pose with Honolulu CC's Administration of Justice program coordinator Robert Vericker (standing, third from left).

Graduates of the Administration of Justice program go on to successful careers in law enforcement, judicial administration and private security. A well-known graduate of the Administration of Justice program (formerly called Police Science) is Michael Nakamura, who is the Chief of Police for the Honolulu Police Department and a part-time lecturer at Honolulu CC. Maui's Chief of Police Howard Tagomori is also a community college graduate, having earned his degree from Maui CC.

After visiting the Women's Community Correctional Center, Maui CC Administration of Justice Club members pose with their advisor John Wilt (back row, third from left) and Captain Malcolm Lee of the Women's Community Correctional Center.

Leeward CC Heads Toward Wellness

A simple desire for a healthier lifestyle was the motivating factor that moved a handful of faculty and staff members to revitalize the Leeward Community College Wellness Committee at the start of the year. Since then, the Wellness Committee has attracted a faithful following of Leeward Community College faculty and staff members, who regularly meet for after school walks around the campus.

"We meet every Tuesday and Thursday at around 4:45 p.m. behind the LCC Theatre" said Dale Hood, television engineer in the educational media center at Leeward CC. "We charted out a one mile path that takes the group around the campus every 20 minutes, so people can join the group at any time, by meeting at the starting point at the 20 minute mark."

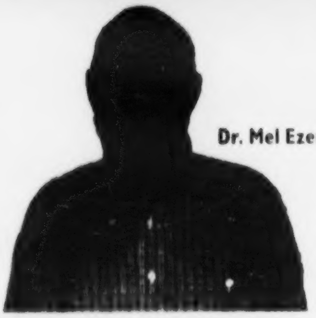
Besides walking the course around the Leeward campus, the group also sponsors hikes on some of O'ahu's more popular hiking trails. Its first hike in March took the wellness group to the top of Diamond Head Crater where members witnessed an experiment conducted by Hood and his sons. After reaching the top of the look-out, Hood used a cellular phone to communicate with his sons in Waipahu who used a large dressing mirror to flash signals back to Diamond Head. "The brightness of the reflected light surprised everyone and all the people who were at the top of the lookout, including tourist, were treated to this crazy but fun experiment," Hood said. The Aiea Loop Trail is the hikers' next destination.

In addition to all that exercise, the Wellness Committee members also practice healthy eating. A recent workshop, called "Adventures in Tofu," featured Leeward CC's Mary Church and her husband Jeff, who demonstrated healthy recipes in which tofu was used as a nutritious substitute for foods with higher fat content. For the next culinary "adventure," Barbara Donios, Leeward CC Theatre clerk, will introduce the taste delights of vegetarian chili.

If you'd like to join the Leeward Community College wellness activities, contact Dale Hood at 455-022

Story by
Beth Kupper-Herr, Leeward CC

Service Learning: LCC Students Work with the Homeless


Dr. Mel Ezer

"The father of three had a respectable job as an elementary school teacher, but he couldn't afford Hawai'i's high housing costs. The only way he and his family could survive was by living under the Middle Street viaduct. Members of a growing number of working poor, they challenge our misconceptions—and show that the homeless are like us."

This shocking story was told to a Leeward CC human services class by Dr. Mel Ezer, a retired UH professor who has worked with the homeless for years. He was recruiting students of Assistant Professor Gwen Williams to volunteer their time and energies at the Ma'ililand Transitional Shelter, a way station for homeless people, and earn three credits for the experience. This Service Learning program—begun before the term gained currency in Hawai'i—has been going on for more than three years. Ezer, who "retired" after 30 years in the College of Education, developed this program as a VISTA volunteer. Working as adjunct faculty, he has recruited and supervised 12 to 15 students from LCC each semester for more than three years.

Students who sign up for HServ 197g, the course Ezer developed, spend a minimum of three hours each week sharing their interests, skills and talents with residents of the transitional shelter. Service activities have included literacy and GED tutoring, arts and crafts, computer literacy, as well as teaching people how to budget their money, fix their cars, and increase their self-esteem. Students keep a log of their thoughts, feelings and interactions, what Ezer describes as the "traumatic and dramatic changes" they go through as they interact with people at the shelter. Although many students are initially apprehensive, they adjust—and they gain a great deal more than three credits. The most powerful learning comes from the one-to-one relationships they establish, and from the resulting introspection as reflected in the logs. Excerpts from these logs reveal the impact of this experience on students:

"Thanks for the opportunity to see something really wonderful in my own back yard."

"My experience has given me so much more to take outside the course in my life, and for all of this I am thankful."

"...I learned [to] be thankful for what I have...[I saw] a reflection of myself, a mirror exposing my selfishness...and all the things I've taken for granted. Working with the homeless has allowed me to step outside my world...and to see it through the eyes of others."

When Ezer spoke to the human services class, he didn't come alone. He was accompanied by three women who gave the students a view of the shelter from the inside: Franchon Quellamo, a case manager at the shelter who began working there when she was a student in Williams' class, and Venice and Michelle, Mā'ililand residents who have taken advantage of the shelter services to gain an education and put their lives back together. These two women hope to open a day care center together, and are writing a book about their lives. Michelle described the homeless as ordinary people who have run into troubled times, and spoke of the help that volunteers can give, especially to teens who often need tutoring and other kinds of support.

Mel Ezer's volunteer course is in its final semester. As he looks back on the years of service he has directed, he explains what he has gained: "a much greater appreciation of the worth of people... what they have to overcome—sexual [and] physical abuse.... and they've survived." Working with the homeless, who face so many challenges, has given him a "greater appreciation of the human condition." He recalls one homeless man he knew, a Vietnam vet who had lost both legs, yet persevered. Ezer hopes that students and others will continue to seek out opportunities to serve such individuals.

"Somebody's got to reach out [and] provide this kind of support," he states. "I don't think there's anything nobler than to be of service to our fellow man."

Maui CC Signs Agreement with Kure National College of Technology

On April 14, 1997, President Mitsuo Nagamachi of the Kure National College of Technology in Japan signed an agreement with Provost Clyde Sakamoto of Maui Community College to create opportunities for exchanges of students, faculty and various joint efforts related to language exchange, science and computer technological developments. Kure National College of Technology enrolls more than 800 students, focusing on various technical fields including mechanical engineering, electrical engineering, civil engineering, architecture and instructional engineering. The president of Kure National College of Technology, Dr. Mitsuo Nagamachi, is responsible for having created a software called Kansei, a program that responds to feedback on design preferences for cars, and other kinds of design challenges. President Nagamachi's software actually resulted in the design of the Mazda Miata.

Maui CC and Kure National College of Technology will be exploring ways in which to apply telecommunications resources to connect Maui CC students with students in Japan.

VITEC is Vital to Maui's Economy

PACE · VITEC · CompTech

How does an island, famed for its five-star resorts and a reputation for having one of the best vacation spots in the world, continue to keep its prestigious status? The answer is VITEC, Maui's first visitor industry training center dedicated to helping its workforce stay on the leading edge of business and visitor industry skills trends.

VITEC, which stands for Visitor Industry Training and Education Center, was established in 1989 with an initial financial partnership between Sweeney Hotels International, Inc., developers of Embassy Suites, Ka'anapali and Kea Lani Suites, Wailea, and Maui Community College. According to VITEC Director Dr. Lois Greenwood-Audant, the donation, amounting to approximately $400,000 over four years, was probably the single largest contribution that Maui Community College has ever received. The donation allowed Greenwood-Audant and her staff to open their first training center in the old Maui News building across the street from Maui Community College, complete with three classrooms, a computer training room and six offices.

VITEC staff at the Maui Research and Technology Center offices are: (clockwise from front left) VITEC Director Dr. Lois Greenwood-Audant; volunteers Nellie Martin, Ernesto Naira, Evelyn Ramos; and Contract Training Coordinator Sharane Gomes.

Since then, VITEC has grown in depth and delivery. With over 60 different courses and hundreds of students enrolling in its classes, VITEC split its operations between Maui Community College and the Maui Research and Technology Center in Kihei. Classes are now offered at both sites.

When asked what were some of the contributing factors toward VITEC's success, Greenwood-Audant quickly replied, "lots of hard work!" In the first three months of operation, Greenwood-Audant and her staff visited every major hotel on the island, talking with general managers and human resource directors.

She said they also joined almost every association on the island. From the Maui Hotel Association to the Professional Secretaries Association, you name it, they serve on it. To stay actively involved with the community, Geenwood-Audant said they attend every meeting and sit on numerous committees. "We're constantly out there in the community networking," she said.

Another factor that has contributed to VITEC's success is its customized contract training program. Contract training involves researching and assessing the client's needs; designing a comprehensive program or curriculum based on client's needs; implementing the program at either the client's business site or on campus, whichever is most convenient; and then, evaluating and following up with the client.

From small companies to big corporations, VITEC has clearly made an impact on the business and visitor industry in Maui. For several years now, VITEC has provided customized contract training for multinational corporations such as The Ritz Carlton Kapalua, Maui Intercontinental, Four Seasons, Maui Prince Hotel, among others. "What we try to do in our programs is to increase the appreciation of the Hawaiian host culture and the multicultural diversity of Maui," she said.

Contract training is also provided by the other six community colleges systemwide through the Office of Continuing Education and Training. For more information about training programs and open enrollment classes, contact the nearest community college in your area.

Everything Remains the Same Except the Name

The Office of Special Programs and Community Services has changed its name to the Office of Continuing Education and Training, in an effort to better reflect its mission in educating and training Hawai'i's workforce through non-credit programs.

According to the directors of the newly named Office of Continuing Education and Training, the old name confused many people who expected the programs to be offered "free" as part of community services. This new updated name more accurately represents the diverse life-long education and training programs that the office offers.

The name change also keeps in line with the national organization, formerly called the National Council on Community Services and Continuing Education (NCCSCE), which dropped the "Community Services" notation and changed its name to the National Council for Continuing Education and Training (NCCET). This organization is an affiliate of AACC and has a membership of over 1,000 individuals who provide continuing education, community services programming and workforce training in community colleges across the nation.

So now that you know—don't be surprised when you call the community service office and hear a voice greet you with "the Office of Continuing Education and Training."

DR. LORRAINE SONODA-FOGEL
Internal Medicine
Attended Kapi'olani CC and
Honolulu CC, transferred to UH-Manoa

Lorraine's Story

Story by Doric Little

Dr. Lorraine Sonoda-Fogel's profile was submitted by Professor Doric Little. She teaches a speech class at Honolulu Community College and is currently on loan to the John A. Burns School of Medicine as a coordinator of the Student Enrichment program. Lorraine's Story is just one of a series of student success stories, which Doric eventually hopes to turn into a book. She has been teaching at Honolulu Community College since 1972.

As I sat at a luncheon in February of 1997, listening to Dr. Lorraine Sonoda-Fogel recount her appointments within Big Island Medical Community, I couldn't help but think back to 1976 and the 22 year old high school drop out and mother of two who sat in my nontransferable study skills class at Honolulu Community College.

What a transformation in 21 years! Today, she's president of the East Hawai'i Medical Association; president of the American Heart Association, East Hawai'i Branch; a member on the Board of Directors of Hilo Medical Center Foundation; an Advisory Board member to the CEO of the Hawai'i Health Systems Corporation; and an instructor of medicine at the John A. Burns School of Medicine.

Because I've known Lorraine in my role as a teacher and as a friend, I can attest that her journey was rocky, exciting, frustrating, exhilirating and, always, challenging. Lorraine's saga, which culminated in a M.D. Degree, began when she decided that she could better support her two young daughters (as a single parent) by pursuing a higher education. This resulted in a GED, a Nurse's Aid Certificate from Kapi'olani Community College, and then enrollment in a liberal arts program at Honolulu Community College. I have never had a more attentive study skills student than Lorraine.

In fact, Lorraine's educational plan worked. She completed her coursework at Honolulu CC (with advice from the TRIO project), transferred to UH Mānoa, participated in the Haumana Program and, upon receiving her bachelor's degreer in 1982, was admitted to the Imi Ho'ola Pre-Medical Program. After two years in this program, she was admitted to the John A. Burns School of Medicine.

Lorraine's first year in medical school was trying. She was featured in a documentary celebrating the University of Hawai'i's 75th Birthday. This interfered with her studies so severely that she had to convince the Dean that she deserved to remain at John A. Burns School of Medicine. And she did!

Her studies while in medical school were hard work. Until she embarked upon her educational pursuits at age 22, her academic background had been weak. This meant that academics in medical school required intenstive study and a resilient spirit. While Lorraine had her supporters at the medical school, she also had her detractors. One person told her to go home, have babies and forget medicine. Lorraine's strong spirit enabled her to continue her studies, reaffirm her commitment to her goal of becoming a doctor and have two more daughters, while attending medical school.

Lorraine graduated from John A. Burns School of Medicine in 1988. Her residency was spent at the University of Hawai'i Integrated Medical Program. Upon completion, she moved with her family to Pineville, Louisiana to serve a disadvantaged population in fulfillment of her federal financial aid provisions. Within months, Lorraine was recognized as a leader and was appointed Chief of Internal Medicine at Huey P. Long Medical Center, a Tulane University teaching facility.

For two years, Lorraine served as internal medicine chief in addition to direcing HIV services, the cardiopulmonary department and intensive care. She and her family then returned to Hawai'i.

Upon her return, Lorraine did a brief stint as a physician with Kaiser-Permanente in Wai'anae. Accustomed to a faster pace, she left Wai'anae for private practice on the Big Island in Hilo. After two years, she had a robust practice.

Lorraine's story is not finished. By anyone's measure, she is quite successful now. After watching her progress for more than 20 years, I believe her success is due to many factors. I would assert that key among them are native intelligence, mother's love, an indefatigable spirit, key mentoring, supportive children and extraordinary perseverance. Value cannot be placed on her worth as a role model to the children of Polynesia.

The Epicurean World of Thomas Wong

Ask Royal Hawaiian Hotel Executive Sous Chef Thomas Wong what he likes to do best and, in an instant, he will answer: EAT! For Wong, eating is more than fulfilling a biological need. Eating brings back all the pleasures from his youth and connects him with his passion for cooking.

As a youngster growing up in Wahiawa on the island of O'ahu, Wong recalls wistfully the wonderful melting pot of people and food, which influences the way he cooks today. "If you take away fine dining, the best place to learn about different cuisines is at mom and pop places," he says. "That's what makes Hawai'i so unique, the ability to share each other's culture, and of course, food."

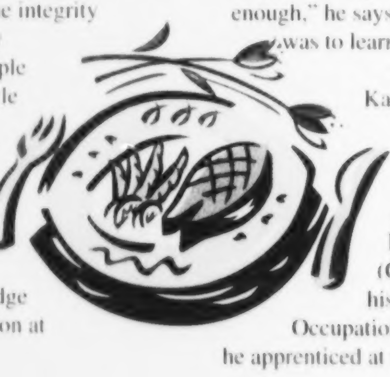
Even as a child, food and the preparation of food turned mundane get-togethers into boisterous fun. "The kitchen was always a gathering place for family get-togethers," he says about the many uncles, aunties and cousins who frequently stopped in for family dinners. Wong often found himself cooking alongside his mom, grandma and aunties, sometimes for hours, preparing dinner for the entire Wong clan. "It was always a major production, not from the sheer complexity of preparing the food, but from the volume of food," he says laughing.

Today, he still cooks for large groups of people, but with more panache. Committed to using the freshest island produce, fish, and meat available, he continues to preserve the integrity of the food he serves by keeping his cuisine simple and elegant. Wong's style of cuisine is very much the result of the lessons he had learned as a youth in his mom's kitchen in combination with the knowledge gained from his education at Kapi'olani CC.

After graduating from St. Louis High School, he knew in his heart that he wanted a career in cooking. Even a short stint in the Air Force couldn't sway him from a culinary career. "I said to myself, 'as long as I can cook, I'll always have a job and I'll never go hungry'—because I'll always be fed at work," he says smiling.

Wong credits Kapi'olani CC's Associate Professor Robert Chinen with much of his success today. "He was the driving force behind my career; he set down a path for me, not just for tomorrow, but for the future," Wong says. "I was very fortunate to have someone like him as my mentor. My success would not have been possible without his guidance."

While a student at Kapi'olani CC, Wong could never get enough of school. "Every day I went to school, I wanted to learn more, and every day I left the campus, I thought I could not be taught enough," he says. "That's how eager I was to learn."



After several years at Kapi'olani CC, Wong received his Culinary Arts certificate and then went on to the prestigious Culinary Institute of America (CIA), where he received his Associate's degree in Occupational Studies. After CIA, he apprenticed at the Greenbrier Hotel in White Sulphur Springs, West Virginia.

THOMAS WONG
Royal Hawaiian Hotel
Executive Sous Chef
Kapi'olani CC graduate

He looked upon his apprenticeship as an extremely valuable experience and, consequently, is very supportive of young, aspiring chefs. He continues to give back to the Kapi'olani CC's culinary program by sharing his expertise with students and by working with the institution. He serves as a Culinary Academic Advisory Board member for Kapi'olani CC.

Wong also has shared his talents and recipes with local viewers with his appearances on Entrees to Paradise, Hari's Kitchen, and Emme's Island Moments. Nationally, he has appeared on CNN's series On The Menu, Wake Up America, Weekend TODAY in New York, and the following Television Food Network shows: Talking Food, Dining Around, and In Food Today. Wong also shares the limelight with a prestigious lineup of Hawai'i culinarians, as one of the featured chefs in the Discovery Channel's Great Chefs television series Great Chefs of Hawai'i, and its companion cookbook.

With all the accolades and recognition he has received over the years, he still insists that his mom, without a doubt, is the best cook! It goes without saying that mother's cooking comes from the heart and, therefore, can never be outdone.

News Briefs...

Haig Selected for Kellogg Fellowship

Margaret Haig of Honolulu Community College is one of 20 Kellogg Fellows selected from across North America for the 1997-98 program, *Expanding Leadership Diversity in Community Colleges*, coordinated by the League for Innovation in the Community College in collaboration with the University of Texas at Austin. The project is supported by a grant from the W. K. Kellogg Foundation of Battle Creek, Michigan.

Margaret Haig

Haig is the Assistant Dean of Instruction at Honolulu CC, where she has held that position for the last nine years. She comes to the community colleges with a master's degree in social sciences, public health and business administration. Her doctorate degree is in educational administration with a specialty of computer-aided decision making. She has taught at UH Manoa College of Business Administration and the College of Continuing Education and Community Services, as well as at the community colleges and at military programs.

The purpose of the project for which Haig has been selected is to identify and prepare those currently in faculty leadership or administrative mid-management positions for advanced positions in the nation's community colleges, with special attention to minorities and those serving urban institutions.

During this year-long program, the Kellogg fellows participate in two seminars hosted by League for Innovation institutions in an intensive year of professional development activities. Each fellow works with one or more mentors throughout the year to design personal development plans, develop special areas of expertise, initiate projects on critical issues, and participate in an internship. Serving as mentor for Haig during this year's program is Dr. Joyce Tsunoda, senior vice president and chancellor for the community colleges.

Jaycox Selected to Attend Prestigious Institute

Kathleen M. Jaycox, assistant to the senior vice president and chancellor for community colleges, has been selected as one of only 35 community college leaders to attend the prestigious Executive Leadership Institute sponsored by the League for Innovation in the Community College in cooperation with the University of Texas at Austin. A five-member national panel selected the thirty-five participants from a pool of over 100 applicants holding senior-level positions of leadership in community colleges.

Kathy M. Jaycox

Jaycox has been a part of the UH Community Colleges system since 1993, when she joined Honolulu CC in the Office of Special Programs and Community Services. In October of 1994, she moved to the Office of the Chancellor as assistant to Senior Vice President and Chancellor Joyce Tsunoda.

Before coming to Hawai'i, Kathy had been a lifelong resident of Illinois. Her career there included 11 years as Dean of Continuing Education and Community Services at Thornton College in suburban Chicago, as well as 11 years of other teaching and administrative assignments at Lincoln College, the University of Illinois, and Western Illinois University. Her bachelor's and master's degrees, both in the teaching of English, are from the University of Illinois, where she also completed the coursework for a PhD in education.

Leeward CC Wins Internet Grant

The National Endowment for the Arts and the Benton Foundation have awarded a grant of $35,000 to Leeward Community College to be one of the ten mentor sites in the nation to provide the basic skills needed for online communications and electronic publishing to 10 non-profit arts and culture organizations and 10 individual artists.

This community mentor program will teach the organizations and artists how to design, produce, and maintain their own World Wide Web presence. The 20 trainees will then help 10 more organizations and 10 artists get online. At the end of the project year, Leeward will have trained 40 members of the art community to build their own websites to increase public awareness of their activities and place their work into a national context.

The grant award recognizes the volunteer help of Leeward CC computer specialist Randy Araki, who has been assisting local theatre groups for the past two years, as well as the comprehensive Internet capabilities of the Educational Media Center. Araki and theatre manager Kathleen Cabral are the two Leeward CC representatives on the six-member advisory committee. The arts community members are Ruth Tamura, deputy director of Hawai'i's Plantation Village; David J. de la Torre, associate director of the Honolulu Academy of Arts; State Senator Carol Fukunaga; and Vanita Rae Smith, vice president of the Dorothy J. Esser Theatre Foundation.

The grant application was written by grant writer Douglas Dystra with the assistance of Mike Pecsok and Doug Kaya. Pecsok and Kaya will serve as project's director, and Mark Peterson will serve as the media specialist. Organizations and artists interested in the training should call 455-0428.

Honolulu CC Offers Telecourses With Closed Captioning and Signage

Honolulu CC is again offering telecourses for students with disabilities. The two telecourses available this summer are Geology 101 and Psychology 100, which utilize closed captioning and signage for the hearing impaired students. And, for the visually impaired students, course transcripts will be provided in braille or large print.

These special courses were made possible through a three-year grant from the U.S. Department of Education. The grant, entitled "Access to Distance Learning Project for Students with Disabilities: Integrating Accommodations of Closed Captioning and Signage into Core Telecourses," focuses on improving

(Continued on next page.)

Honolulu CC to Receive Continental Airlines Scholarships

Continental Airlines will set-up a career scholarship program with the University of Hawai'i Community Colleges as part of a commitment package signed with the state of Hawai'i. In addition to the scholarships, Continental has committed to build a $24 million wide-body maintenance facility on state land near the Honolulu International Airport and will start-up a Honolulu-Houston daily non-stop flight this summer.

Continental's partnering with Honolulu Community College's aeronautics maintenance technology program will provide $10,000 per year for scholarships to Honolulu CC students who want to pursue a career in aviation mechanics and are Hawai'i residents. The scholarship will be tied to the tax benefits, which could last longer than five years.

In addition, Continental will provide instructional support materials in the form of manuals, tooling, and parts whose market value will exceed $1 million. Honolulu CC's aeronautics instructors will be flying to Greensboro, N.C., (the Continental parts depot) to select the materials to be donated.

Ramsey Pedersen, Honolulu CC Dean of Instruction and Acting Director of the Aviation Department, says, "The combination of the support of the airline industry, the legislative and executive branches, and Department of Transportation/Airports has led to the creation of a first-class training center capable of supporting the expansion of aviation in Hawai'i." He adds, "The program is paying off for the State by providing the professional training needed of new airline hires."

Honolulu CC's aeronautic program has been in operation since the early 1950s. It underwent a major redesign in 1988, when new curriculum, staff, and equipment enhanced its performance. The Hawai'i State Legislature provided over $1.2 million in equipment upgrades, and the Airline Committee of Hawai'i approved of the construction of a new $7.5 million training center on Lagoon Drive financed through the Airport Special Fund. The building opened in 1995.

With Honolulu CC's state-of-the-art facilities, the only one in the Pacific Basin area, Continental's commitment ensures a well-spring of opportunities well into the future. Honolulu CC's aeronautics maintenance program has a capacity of 150 students. With the recent upturn in aviation and increased projected demand for new mechanics nationwide, the College expects a promising future for its graduates. Continental estimates that their mechanics earn between $45,000-$65,000, depending upon their certification, specialized skills, and rank in the company. They intend to start operations in six months and project a staff of over 100 mechanics at full operation.

This partnering with Continental is just another example of how the Community Colleges are effectively supporting Hawai'i's industries with a very skilled, knowledgable and highly-qualified workforce.

NEWS BRIEFS *(Continued from page 10.)*

and expanding the educational services to postsecondary students with disabilities.

Dean of Student Services Kathy Damon heads the project with support services provided by educational specialist Alex Li, counselor Rona Wong and a staff of transcribers and sign language interpreters.

Other courses identified for future production are Food Science and Human Nutrition (FSHN) 185, Science 122, Art 101 and English 100. These particular courses were selected because they satisfy core courses required for either the Associate in Science degree, Associate in Arts degree and/or for transfer to four-year campuses within the University of Hawai'i system.

. For more information or to register for the summer classes, call the Admissions Office at Honolulu Community College at 845-9270 (TTY/voice). The two courses slated for this summer also will be available for the fall semester.

Phi Theta Kappa Recognizes Kapi'olani CC's Best

At the Phi Theta Kappa International Convention held in Dallas, Texas, last month, two people from Kapi'olani Community College were awarded the highest individual awards for leadership and contributions to the honor society.

Cathy L. Wood, president of the Alpha Kappa Psi Chapter at Kapi'olani CC, was one of the 25 chosen to receive the Distinguished Chapter President award, which is given to the recipient who best demonstrates the Honor Society's hallmarks of leadership, scholarship, service and fellowship.

At the Phi Theta Kappa International Convention, Kapi'olani CC Advisor Barbara Ross-Pfeiffer (center) takes time out from the festivities to pose with Maui CC alumni Jamie Orr and (left) the Kapi'olani CC Honor Society Chapter President Cathy L. Wood.

Barbara Ross-Pfeiffer, an economics instructor and Kapi'olani CC's Honor Society chapter advisor received the Paragon Award for Advisors, for outstanding support and contributions. She also received the Horizon Award for new advisors which was presented in March.

In addition to the awards received by Wood and Ross-Pfeiffer, Kapi'olani Provost John Morton was recognized by the Phi Theta Kappa International Honor Society with the Most Helpful Provost award, for providing the most extensive support and aid to his campus chapter.

The Phi Theta Kappa International Honor Society has over a million members worldwide and over 1,030 chapters throughout the United States, Canada, Guam and American Samoa.

CHANCELLOR'S MESSAGE: Year in Retrospect

(Continued from page 1.)

Now, what does the academic year 1997-98 hold for us? My crystal ball is not necessarily the clearest nor the most reliable. But let me try.

BUDGET:

The state general fund base will continue to deteriorate, but perhaps a little less steeply than in the past two years. Since 1992, we lost nearly 30% of our funding base in terms of real dollars; we cannot take anymore cuts without closing the open door. Will we close the door? Not if we can help it. We will focus ever more aggressively to raise revenues through alternative sources and better manage what we have. I will be discussing this issue with you in more detail as I visit the campuses before the end of this academic year.

ENROLLMENTS:

Our headcount enrollment in the credit programs will remain flat or may even take a slight dip. However, we expect the non-credit count to be up, including enrollments in the remedial programs. With our current emphasis on closer integration of credit and non-credit instruction and enrollment, the overall number of students that we serve will not diminish. Joint scheduling and taking advantage of opportunities for inter-campus teaching and learning will be part of our way of doing business. In short, we need to start thinking and doing things differently from what we have been used to for the past 30 years.

VOCATIONAL EDUCATION:

AY 1997 will be the year of the renaissance of vocational education. Vocational education was and will continue to be the cornerstone of community colleges. Yet, the nature of vocational education has been slowly but steadily changing, shaped by the changes in the economy and workforce. I was encouraged by what I saw and heard at this year's Excellence in Education colloquia that I chose to attend, primarily those relating to the voc-tech programs. The faculty are already deeply involved in the reformation of their programs, curricular structures and instructional delivery approaches. One thing is clear. The line that separates "things vocational" and "things academic" is becoming blurred, as it should be.

DISTANCE EDUCATION:

Provost John Morton said it all in presenting to the Regents the Kapiolani CC strategic plan: "Distance education is about solving the problem of time, and not necessarily of geography." Distance education will be part of our way of doing our educational business. Our challenge is to do so with the same quality and care that we display in our traditional classroom. Access with quality, that is what distance education is all about.

FUND-RAISING CAMPAIGN:

We are ready to launch into the Universitywide Fundraising Campaign. Our collective target is $11 million. This is an opportunity to raise friends as well as funds. I invite all of my colleagues to become part of this friend-fund raising campaign.

At the risk of sounding corny, I would like to close with one of my favorite sayings: "When the going gets tough, the tough get going." But I would modify this with another of my favorite sayings: "Let us be hard on the problems, not on each other. . . . Let us be kind . . . for everyone we meet is fighting a hard battle." (Anonymous)

Aloha, and please have a good summer break.

Joyce S. Tsunoda

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Susan Lee, Editor, 956-3859

This is the last issue for the 1996-1997 academic year. Be on the look out in September when the UH Community Colleges newsletter returns for the 1997-1998 academic year.

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Maui Community College goes 'green' with ecocottage

Green is definitely "in" this year and possibly for the rest of your life. No, I'm not talking about the color green, but the idiom most often associated with energy conservation and ecological preservation.

And just so happens, Maui Community College is right there with the "greenest" of them all. With an eye on the future, Maui Community College is developing a program dedicated to sustainable technology. Through funding support from the Department of Energy, the Sohn Foundation and the Maui community, the Maui Community College Instruction in Sustainable Technology (MIST) was created, offering its first instruction in 1994.

Today, Maui CC is on the verge of completing the first phase of a planned "ecovillage" with the construction of its first ecocottage. Maui CC MIST instructor and ecocottage coordinator Don Ainsworth and his crew of MIST interns and volunteers built the ecocottage from the ground up, adhering to the "green" designs of the cottage.

"We're not only trying to utilize alternative energy and conservation-related systems, but we're also trying to build with environmentally-responsible building products," he says. Examples of recyclable products which the ecocottage has incorporated include environmental shingles made out of petroleum-based plastics, and bamboo and recycled newspaper paneling for the walls.

The demonstration project, which sits on the west end of the Maui campus along Ka'ahumanu Ave., "challenges students and instructors to go beyond the standard-use energies," says Ainsworth.

Eventually, Ainsworth hopes to construct an entire village of ecocottages, where students pursuing an Associate in Science degree in sustainable technology, will study, live and learn in the very environment that they are studying. The ecovillage will also serve as a research facility for real-time testing and development of energy-related products and systems. Ainsworth believes that as technology improves, these energy saving systems will dramatically decrease in price, making it much more affordable to go the sustainable energy route in the future.

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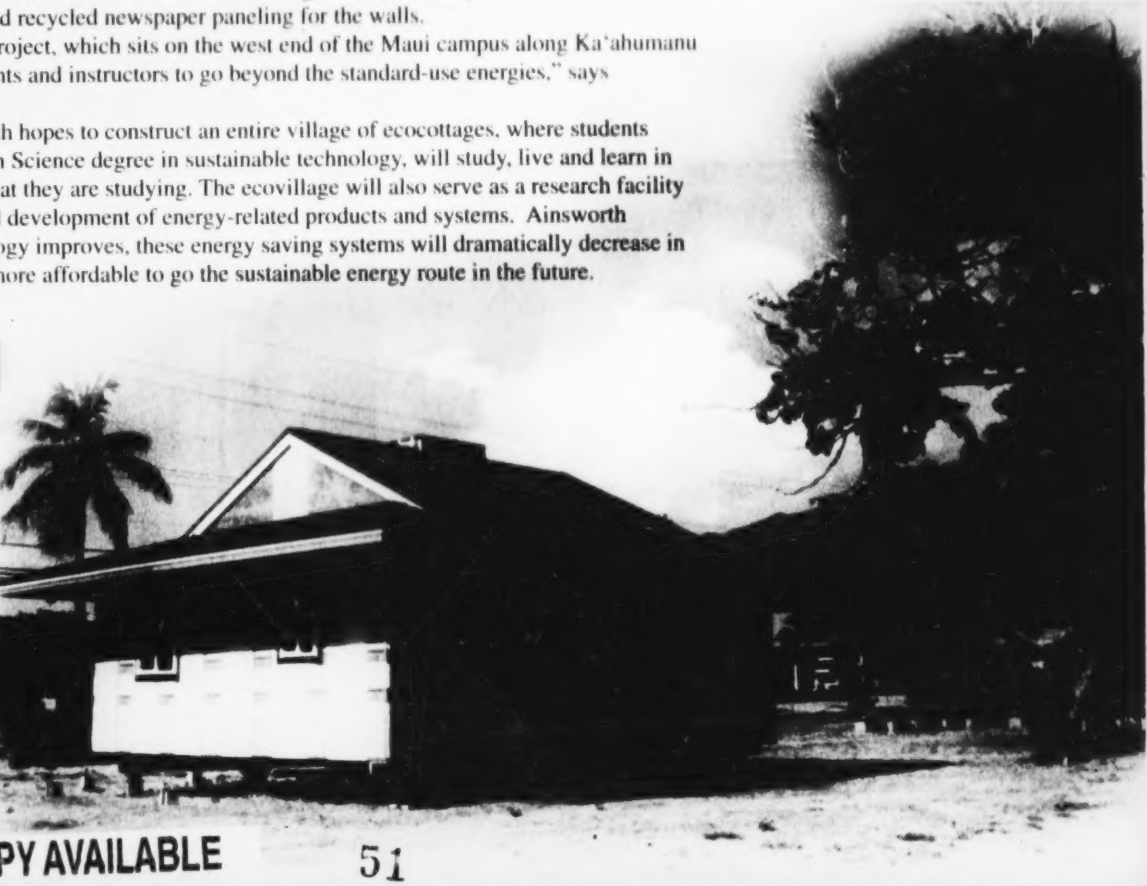
Chancellor's Message
Dr. Joyce S. Tsunoda

Teaching Excellence
Announcing recipients of this year's excellence in teaching awards.

Profiles in Success
Campbell High School teacher and football coach Darren Hernandez, and Grand W Resort sous chef Clarence Villanueva.

"Moo-stache" Calendar Sale
"Moo-stache" Calendar salut outstanding chefs from the community colleges.



Joyce S. Tsunoda
Senior Vice President and
Chancellor for Community Colleges

Do we really know our students?

Another academic year begins! I truly enjoy this annual "fresh start" when we can believe that all things are possible, if only we are willing to commit ourselves to action.

I hope that the summer was a restorative time for you, because there is much work to be accomplished in the year ahead. Throughout this coming year, I will be seeking your reaffirmation of commitment to our students to knowing who they are, recognizing their various needs, and providing the type of learning environment which will help them to achieve their goals.

Last year, each of our campuses focused on the development of a 10-year strategic plan. But these plans serve only as the framework of the future we hope to build. If we wish to construct true "learning institutions" in the next decade, we must better understand who our learners are and what they hope to accomplish as a result of their experience with us.

Toward this end, we must move from the abstract image of 25,000+ students to much more concrete images of individuals and their educational plans and hopes. The 7,000+ students who enroll at Kapi'olani Community College, for example, are not interchangeable with the 2,500+ who enroll at Hawai'i CC or the 2,800+ at Maui CC. Nor are today's students at any campus interchangeable with those who were on campus as recently as 10 years ago.

	1965	1975	1985	1995
Headcount enrollment	**2,010**	**20,617**	**21,750**	**26,685**
Male/female	NA (1966) **53%/47%**	**57%/43%**	**47%/53%**	**43%/57%**
Full-time/ part-time	NA (1967) **75%/25%**	**59%/41%**	**44%/56%**	**41%/59%**
Mean age	NA (1967) **22.1**	**25.0**	**25.8**	**26.6**
Ethnicity:		NA (1977)		
Japanese		31%	25%	16%
Filipino		12%	16%	20%
Hawaiian/part Hawaiian		6%	11%	16%
Caucasian		18%	20%	17%
Other		33%	28%	31%
Transfer/ vocational	NA (1968) **34%/56%**	**48%/42%**	**41%/44%**	**57%/35%**
Noncredit enrollment*		NA (1976) **6,449***	**6,630***	**17,817***

(Source: Academic Planning, Assessment & Policy Analysis)

*These numbers reflect only a limited number of non-credit enrollments, such as apprenticeship/journeyworker training, Hoomana and ETC (previously MTO, ETO). Numbers in noncredit community service courses and activities are significantly higher.

When we look from a historical perspective, we know that our UHCC students are changing.

- We see older students coming to our campuses, more of them working, raising families, and often able to pursue college only on a part-time basis.
- We see more women interested in career areas historically dominated by men. As was reported recently in the Honolulu Advertiser, women are increasingly interested in the trades and in programs such as administration of justice and drafting.
- We see workers displaced from careers they once thought were theirs for life whether on sugar or pineapple plantations or in the visitor industry or in white collar corporate America or in the military. Whether the result of downsizing, rightsizing or capsizing, workers throughout our state are finding themselves in need of training for new career paths.
- We see greater diversity—ethnically, socially and economically. Our colleges are serving more and more Native Hawaiians, as well as more immigrants and international students who choose to take advantage of the instructional programs for which our community colleges have an increasingly positive reputation: English as a Second Language, Hospitality and Food Service Training, and Transportation Services.
- We see more students with advanced degrees, baccalaureates, masters, even Ph.D's, entering our community colleges for specific learning or re-learning opportunities. We see more students who seem to be "dysfunctional" with chips on their shoulders, or angry, insecure or scared.
- We see more and more students who are savvy consumers, accustomed to personalized service delivered on demand whether through e-mail, cellular phones, or World Wide Web access to information and services.

Over the 30 years that the UH Community Colleges have been in existence, there has been a change in our students' profile. Females have grown from 47 percent to 57

(Continued on next page.)

Faculty Excellence Week honors excellence in teaching awardees

As a kick-off event for the Faculty Excellence Week, excellence in teaching awardees will be honored at the systemwide UH Fall Convocation to be held on Sept. 9 at 10 a.m., on the University of Hawai'i Mānoa campus at Orvis Auditorium. The convocation will feature UH President Kenneth Mortimer's State of the University Address and a program recognizing recipients of the Board of Regents Excellence in Teaching/Reseach award, the Employment Training Center's Outstanding Employee of the Year award, the Frances Davis award, the Masaki and Momoe Kunimoto award, the Distinguished Alumni award, and the 1997 Regents and Presidential Scholarships.

A special luncheon honoring the award recipients will follow the convocation at the UHM Campus Center Ballroom. The luncheon, for a nominal cost, is available on a first come, first served basis as seats are limited.

Following the convocation luncheon, the University of Hawai'i Community Colleges will conduct its annual award ceremony at 2:30 p.m. at the Chancellor's Office, honoring recipients of the Chancellor's Award for Outstanding Service, as well as recipients of several other awards.

Other Faculty Excellence Week events include Office of Faculty Development and Academic Support workshops, a Satellite Convocation at Kaua'i Community College, and a UH football game halftime highlight honoring UH faculty systemwide. For more information about the UH Faculty Excellence Week, contact UH Community Colleges' staff development coordinator Cammie Matsumoto at 956-3871.

Announcing the recipients of the Chancellor's Award for Outstanding Service

The Office of the Chancellor for Community Colleges is pleased to announce the following community college recipients of the Chancellor's Award for Outstanding Service:

OVERALL RECIPIENT

- **Harriet Miyasaki,** Registrar, Honolulu CC

CAMPUS RECIPIENTS

- **Michael Bowles,** Electronics Technician, Educational Media Center, Windward CC
- **Sheryl Lundberg-Sprague,** Student Services Specialist, Hawai'i CC
- **Gloria Santiago,** Library Technician, Leeward CC
- **Calvin Uyesono,** Equipment Operator, Maintenance, Kaua'i CC
- **Frederick Ventura,** Operations and Maintenance Supervisor, Maui CC
- **Michael Wong,** Administrative Officer, ETC

Do we really know our students? *(Continued from previous page.)*

percent of our total enrollment. Part-time students now represent 59 percent of our enrollment, rather than 25 percent. As the table at left indicates, the percentage of vocational students has declined, while the number of noncredit students has more than doubled. And the ethnic breakdown has also changed

But even without a historical perspective, if we were to take a "snapshot" across our campuses today, we would see that each campus is unique in its demographics. Our neighbor island campuses, Hawai'i, Kaua'i and Maui, each has a special relationship with the population of its respective island. On O'ahu, Honolulu CC has the largest number of trade/technical programs in the state, while Leeward CC primarily serves a transfer-oriented population and plays a significant role in the development of West O'ahu. Windward CC, with its strong curriculum in Hawaiian and Polynesian Studies, as well as traditional transfer-oriented programs, serves as "the College of the Ko'olaus" for the growing windward population. Kapi'olani CC offers the state's only access to several allied health programs, as well as high-demand programs in food service and hospitality and transfer programs for the nearby Mānoa campus. And our "eighth campus," the Employment Training Center, continues to serve the "at-risk" population not only on O'ahu, but on other islands, as well.

So in this new academic year, as all of you on our campuses seek to implement your campus strategic plans, you first need to identify: "Who are our students?" For how can we plan to provide access or guarantee quality if we do not first have a clear understanding of our students and their needs? And when we see the changes of the past 10 years, we know that the changes of the next decade will be even more markedly different because the rate of change is increasing so rapidly.

During August and September of this year, I have had opportunities to meet with clerical staff, institutional support staff, campus administrators, faculty senate chairs and student campus leaders. In each of these meetings, I have encouraged everyone present to think about the unique contribution that each of them makes to a student-oriented focus in our community colleges. I ask each of you reading this message to think about the same thing.

In the months ahead, I will focus again and again on our knowledge of our students, and on the types of individual and institutional behaviors we need to encourage if we truly wish to help our students learn.

Warmest Aloha!

Joyce S. Tsunoda

Academic excellence thrives at the community colleges

Where quality teaching is concerned, the University of Hawai'i Community Colleges abound with dedicated faculty, many of whom possess impeccable educational backgrounds and numerous achievements and accomplishments.

This year, the Office of the Chancellor for Community Colleges is pleased to announce the community college recipients of the Board of Regents' Medal for Excellence in Teaching, the recipient of the Frances Davis Award for Excellence in Undergraduate Teaching, and the recipient of the Employment Training Center's Outstanding Employee of the Year.

Board of Regents' Medal for Excellence in Teaching

Harold Fujii is an assistant professor of automotive mechanics technology at Hawai'i Community College, where he is recognized as a compassionate and dedicated professional. He considers his students as his top priority, and often can be found after hours working side-by-side with his students on special projects and class assignments. Through the years, Fujii has influenced many students' lives and careers. One former student says of Fujii: "Mr. Fujii is very special and valuable to the auto mechanics program because of his relentless efforts to put students as his priority, using all of his contacts and resources to teach his students positive attitudes and work skills that will make them employable and successful in the industry."

Board of Regents' Medal for Excellence in Teaching

Muriel Fujii is an assistant professor of English at Honolulu Community College where she teaches English-as-a-Second Language (ESL). Her devotion to her students equals her depth and breadth of experience in teaching special populations in courses at the remedial, developmental and transfer levels. One student recounts how Fujii always makes herself available to students seeking advice and help on class assignments. In addition to spending extra time with her students, she often devotes her energy to extra curricular projects, ongoing curriculum development and extensive professional development. She is one of the co-founders of two professional organizations in Hawai'i—the ESL Caucus and TEACH, Teachers of ESL at the Community Colleges of Hawai'i.

Board of Regents' Medal for Excellence in Teaching

Jean Yukino Matsui Hara is a professor of business education at Leeward Community College where she is viewed by her students and colleagues as a teacher of "unusual ability." In support of her nomination, the committee wrote that "Mrs. Hara, teacher extraordinaire, is a living treasure of Henry Adams' quote: 'A teacher affects eternity; no one can tell where her influence stops." Hara's encouraging ways and "approachability" continues to foster the learning environment at Leeward CC where she helps students gain the confidence to excel and succeed in their field of study. In fact, a direct result of her efforts and commitment to education was the successful expansion of the office administration and technology program in Wai'anae, offering opportunities to students who are unable to attend classes on the Leeward campus in Pearl City.

Board of Regents' Medal for Excellence in Teaching

Robert LeClair, department chair and professor of the legal education department at Kapi'olani Community College, has been teaching at the college for 23 years. His personal teaching philosophy reflects a high clarity of vision and a strong focus on the special needs of the Kapi'olani CC students, earning him the distinction of being the most "student friendly." His students enthusiastically state, "he is a motivator, and his classes are highly organized and strongly interactive, expressing a rich student-teacher learning environment."

LeClair's commitment goes beyond teaching in the classroom. His development of creative learning resources for his students and the legal community include the "Hawaii Divorce Manual," and two popular cable television series, "You and the Law," and "Legally Speaking," among others.

Board of Regents' Medal for Excellence in Teaching

Richard Matsumura is an assistant professor of electronic technology at Kaua'i Community College where he is known as the driving force behind the development of Kaua'i's highly touted solar car. He is also considered by his students and fellow faculty members as a great source of inspiration. Never hesitating to share his knowledge and always willing to mentor his students, Matsumura often spends weekends and semester breaks assisting students with special projects and providing service to the community. His teaching philosophy focuses on helping students to become active learners through an informal classroom atmosphere where students can interact freely, thereby, enhancing the learning experience. He also provides students with a strong grasp of the "basics" by fostering understanding of the subject matter rather than memorizing the concepts.

Board of Regents' Medal for Excellence in Teaching

Frank Mattos is an assistant professor of English at Windward Community College. His care and concern for students, his desire to see students succeed, and his passion for teaching, are all characteristics of Mattos' commitment to education. Student comments illustrating Mattos' impact on their learning include: "He genuinely loves what he is teaching and he passes that on to his students;" "He has high expectations, but his criticism is constructive and when you finish, you know it's good;" "When I need help, he goes out of his way to help me do my best."

His devotion to quality education often extends beyond the classroom. For example, he was instrumental in the creation and implementation of the Computer-Assisted Instruction (CAI) English 100 courses at Windward CC, thereby, bringing technology into the classroom.

Board of Regents' Medal for Excellence in Teaching

Renee Adsit Riley is an assistant professor of English at Maui Community College. Over the years, Riley has demonstrated dedication to student learning and excellence, as well as continued service to students as the advisor for Phi Theta Kappa, the student honor society at Maui CC. She has been responsible for improving the performance of Maui CC's Phi Theta Kappa group, garnering the prestigious ranking as a five star chapter, the highest level. Her nominating committee unanimously agrees that her commitment to teaching and continued involvement with various campus activities and organizations are an inspiration to one and all.

Frances Davis Award for Excellence in Undergraduate Teaching

Michael Blair Jennings is an instructor of architectural drafting technology at Honolulu Community College. A licensed architect and a graduate of the University of Hawai'i at Manoa School of Architecture, Jennings chose to use his degree in the classroom rather than pursue a career in the industry. Colleagues of Jennings have high respect for his commitment toward education. A colleague wrote of him, "His heartfelt concern for both students and co-workers is evident in everything he does." In addition to supporting his students, Jennings also extends his support to his co-workers and college through special projects. He recently helped his department in obtaining a major federal grant which funded a brand new computer lab. In summing up his experience in teaching, Jennings says, "It's the most enjoyable thing I've ever done in my life and I am simply having fun."

Employment Training Center's Outstanding Employee of the Year

Heipua Kaopua is an assistant professor at the Employment Training Center (ETC), where she has positively impacted many young lives in transition. As a counselor at ETC, she nurtures the educational development of the nontraditional at-risk high school students who have entered programs at ETC. And as an advocate of ETC, she continues to foster the mission of ETC as an education and employment training center, which provides focused, accelerated employment training within a uniquely flexible and nontraditional learning environment. With that in mind, she has developed a program where students can earn credits toward high school graduation through their work on special projects. Colleagues, who supported Kaopua's nomination, says of her, "Heipua is a model educator with exceptional organizational abilities and communication skills, and who willingly contributes her expertise and time to improve the lives of students."

PROFILES IN SUCCESS

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DARREN HERNANDEZ
Campbell High School
Teacher and Football Coach
Attended Leeward CC,
then transferred to UH-Manoa

Hernandez fosters a winning attitude

To say that Darren Hernandez loves football is an understatement. For Hernandez, football is a metaphor for life. The self-discipline, "never-give-up attitude," and a strong work ethic associated with football are all integral elements of Hernandez's philosophy of life. It is a philosophy that has helped him achieve success as a student in college, a teacher in the classroom and as a high school football coach on the field.

Campbell High School Principal Louis Vierra, who hired Hernandez for a teaching position in 1992, says he couldn't be happier with the positive influences Hernandez has brought to the school—in the classroom and on the football field. "Let me put it this way, before Darren took over the team in '92, we were struggling to get players to come out for football," Vierra says. "This year, over 200 kids tried out for football and there were only about 60 positions available." He adds, "Darren has done a tremendous job of building regional pride for the school through his success with the football team."

Even though Hernandez's "don't-mess-with-me" look could make your knees buckle with fear, don't be alarmed. His bald head is the result of a conference championship game several years ago. I told the team that if they won, they could shave my head." And shave they did. He has kept the look as a reminder to the players that winning is possible. Hernandez didn't say, but perhaps he really believes his new look brings good luck.

Yet, it wasn't luck that turned Campbell High School into a football powerhouse. It was hard work and sacrifice from Hernandez and his coaching staff, as well as from the football players themselves.

Since taking over the helm of the varsity football program in 1994, Hernandez has transformed the team from a perennial division doormat to an Oahu Interscholastic Association (OIA) championship contender. In 1994, the football team won the white conference championship and Hernandez received the conference's Coach-of-the-Year award. In 1995, the team was promoted to the red conference where it went to the playoffs. Hernandez again was awarded the Coach-of-the-Year award. In 1996, the team went all the way to the OIA championship where it lost to Wai'anae High School. "It was a tough loss for us, because the game could have gone either way," Hernandez says recalling that eventful night. However, his team placed third in the state by beating Punahou High School, 33 to 25, in the OIA championship third place game.

So what does it take to produce a successful football program? In addition to a great coaching staff and the support of school administrators, he credits three guiding principles that have contributed to the success of the football team.

First, he believes in keeping his players busy through weight training. "I'm their strength coach, so every day after school they have to come down to the weight room and lift for about an hour," he says. "It not only helps them prepare for the regular season but is also a great deterrent for idleness, which may lead to gang involvement or other unwarranted behavior."

Second, he sets high expectations for his players. "We try to be positive in the way we coach, teaching self-discipline and instilling self-worth in our players."

Third, he tries to infuse a doctrine of "believing and achieving" into his players. "In the past, kids would give up too easily," he says. "We try to instill a never-give-up attitude."

In many ways, this "believing and achieving" philosophy has helped Hernandez realize his personal goals. The "never-give-up attitude" helped him forge ahead through a college path that took him to three different states before getting a bachelor's degree in secondary education.

The first leg of his college route took him to D'Anza Junior College in Cupertino, California, where football was the carrot that led him to college. After a year at the junior college, Hernandez returned home to Ewa Beach and continued his education at Leeward Community College. There, at the close-knit campus, Hernandez excelled in his studies. "The college really opened my eyes to what I could achieve," he says. "I knew through hard work that I could do it, and there were a lot of caring instructors who helped me along the way."

Although he didn't play football while attending school at Leeward CC, he continued his involvement in the sport as a junior varsity football coach at Pearl City High School. That first start as a coach further solidified his desire to acquire his college degree in secondary education.

After two years at Leeward CC, Hernandez transferred to the University of Hawai'i Mānoa campus. Then, just a semester short of receiving his degree, he got married and moved to Connecticut to be closer to his wife Brenda, daughter of Chancellor Joyce Tsunoda. "I was just a lovesick puppy," he says about his decision to move. "My wife got accepted to graduate school at Yale University, so I transferred to Connecticut State University in New Haven, Connecticut," he says.

During all that time, Hernandez kept believing in himself and kept his "never-give-up" attitude intact. Finally, after several years in Connecticut, he and his wife received their degrees and returned home. However, because there was a discrepancy in the requirements for teaching social studies in Hawai'i, Hernandez was required to take a few more courses at the University of Hawai'i. So, in a round about way, he found himself back on the campus at the University of Hawai'i.

Today, at the age of 33, he says he's living out a dream. "As far as I'm concerned, I'm a very lucky man to have this opportunity to teach and stay involved with football."

Villanueva cooks his way to the top

CLARENCE VILLANUEVA
Grand Wailea Resort
Sous Chef
Maui CC graduate

When Clarence Villanueva enrolled in his first high school food service class 10 years ago, he never imagined that it would transcend to a promising career at one of Maui's premiere hotel resorts.

The class, taught by Betty Nomura at Baldwin High School, was the initial spark that ignited his interest in cooking. It opened his eyes to the possibilities for a future in food service.

After graduating from high school, Villanueva decided to continue his education in food service and enrolled at Maui Community College. He credits the solid education he received in cookery and baking at Maui CC for contributing to his success today.

However, Villanueva's climb to success didn't happen overnight. It was a gradual pace that took lots of hard work and perseverance to stay the course. "It's a very hard profession to be in," Villanueva says about being a chef. "But if you really want it bad enough, you have to go for it."

And go he did. Today, at age 27, he is the sous chef of the famous Humuhumunukunukuapua'a Restaurant at the Grand Wailea Resort. The restaurant, affectionately known as "Humu," specializes in Hawaiian spiny lobsters, which swim freely in saltwater ponds beneath the restaurant. The lobsters are so popular with the dining guests that Villanueva and his crew have been known to prepare hundreds of these lobsters in as many different ways. "We can cook it with black bean sauce, grill it pulehu style or even slice it up raw," Villanueva says of his ever expanding repertoire for cooking lobster. "My most unusual request was to prepare it live, sashimi style, where the tentacles were still moving as the waiter served the dish."

There is nothing that can faze this youthful chef. During his tenure at the resort, he has seen and done almost everything there is to do as a chef. He first started at the resort as a cook IV, which is an entry level position for food service students. He then worked his way up through the ranks, rotating from different departments and restaurants until finally finding a home at the Humuhumunukunukuapua'a restaurant.

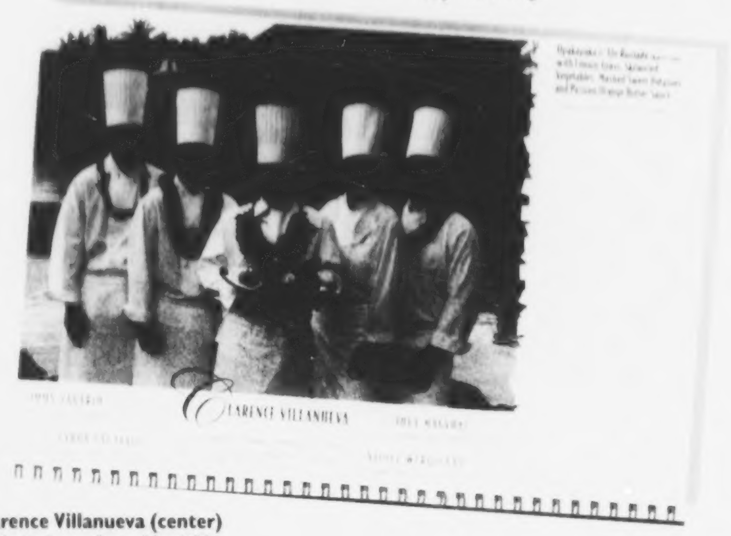
"For me, working in each department has really helped me a lot in preparing for my position here (at the Humu)," he says. "This restaurant has been the most challenging so far."

There's never a dull moment at the restaurant. The 250-seat dining facility is full almost nightly. That means Villanueva and his four chefs must produce more than 200 made-to-order dishes. "It's a face-paced environment here as compared to working in the main kitchen in the hotel. We're dealing directly with the customers."

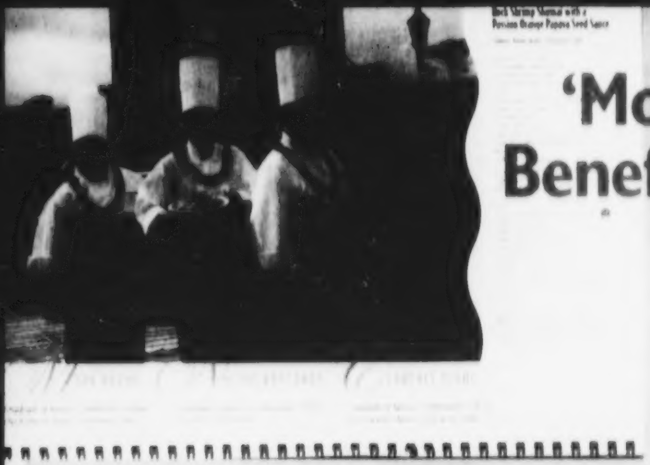
At the restaurant, customers come in many form and sizes. Such celebrities as Helen Hunt, Michael Jordan, Kareem Abdul Jabbar and Arnold Schwarzeneggar have been known to make a stop at the Humu for Villanueva's tasty morsels. But the one customer he would definitely like to cook for again is Sharon Stone. "She's the first celebrity I had the opportunity to personally cook for," he says with a smile. "She loves fish, doesn't drink alcohol and has many diet restrictions, so I prepared a simple dinner for two of fresh fish."

Villanueva also enjoys eating simple, flavorful foods such as shrimp and fish. He attributes his cooking style to his Dad, who was the family home chef. "I still enjoy eating his food," Villanueva says of his Dad's home cooking.

When Villanueva is not at the restaurant, he still continues to think about food. You can find him either chowing down some of his dad's home cooking, or reading books about cooking and watching the Food Network channel. "I just really love food!" he says smiling.



Clarence Villanueva (center) and students from Maui CC grace the month of July in the 1998 Moo-stache Calendar.



Outstanding chefs from Kaua'i Community College adorn the month of January in the 1998 Moo-stache Calendar.

'Moo-stache' Calendar Sale Benefits Culinary Arts Program

The University of Hawai'i Community Colleges and Meadow Gold Dairies have joined forces in creating a calendar that spotlights outstanding chefs from the Community Colleges' culinary arts program.

As a salute to the graduates, students and faculty of the culinary arts program, the Milk Moo-stache Calendar features splendid photographs of well-known chefs sporting "milk moo-staches." Some participating chefs include community college graduates Robert Daniels of Dobbs House, International (Leeward CC), Darcy Ambrosio of Ocean Terrace at Hapuna Prince (Hawai'i CC), and Nalani Kaneakua of A Pacific Cafe (Kaua'i CC), James McDonald of Pacific'o Restaurant (Maui CC), and Thomas Wong of the Royal Hawaiian Hotel (Kapi'olani CC), among others. The calendar also features the smiling "moo-stached" faces of the community colleges' outstanding culinary arts students.

ETC's calendar page.

Besides donating their time and smiles to the calendar, the participating chefs also contributed special recipe using dairy products. Recipes such as the Keahole Spicy Lilikoi Prawns, and the Linguine with Shrimp and Hoi Sin Cream Sauce, are just samples of the delectable recipes you'll find throughout the 12-month calendar. In addition, the calendar contains money-saving coupons worth $5 toward your next Meadow Gold Dairies purchase.

The calendars were made possible by Meadow Gold Dairies, Inc., who underwrote the cost of producing the calendars. "We supplied the chefs, and Meadow Gold did all the rest in the spirit of community service," said Sharon Narimatsu, Vice Chancellor for Student and Community Affairs, who spearheaded the project for the Community Colleges. "It's a beautiful and well-designed calendar that gives our culinary arts program positive exposure, thereby, expanding our promotional possibilities."

The best part of this cooperative effort is the price of the calendar—only $6. Meadow Gold will contribute the net proceeds from the sale of the calendars to the participating community college campuses. So please support the community colleges by purchasing a calendar through your campuses' food service program. It's sure to be a collector's item, so call today while supplies last.

The campuses with food service programs participating in the Milk Moo-stache Calendar sale are: Hawai'i Community College, Kapi'olani Community College, Kaua'i Community College, Leeward Community College, Maui Community College and the Employment Training Center.

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University of Hawai'i Community Colleges

Island of O'ahu
Honolulu Community College
Kapi'olani Community College
Leeward Community College
Windward Community College
Employment Training Center

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Community Colleges

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A garden sprouted from hope

Story by Gregg Nitta
and Illustration by
Carol Yotsuda

Taro and sweet corn aren't the only things flourishing in Kaua'i Community College's diversified agricultural garden. The people who tend the fields—students, community members, even unemployed sugar workers—are the real "cash crop" for this four-acre garden.

"This project is about vision, hope, hard work and commitment," said Kaua'i CC Provost David Iha.

The garden was created two years ago to promote and support small-scale farming on the island. Students who work in the garden, growing everything from garden produce to tropical flowers, pick up farming experience and skills along the way that can translate to future jobs in agriculture.

Originally, the garden was planted to help retrain sugar workers laid off with the closing of McBryde Sugar. It has been used by the Department of Labor for people enrolled in its diversified agriculture courses and by students in Kaua'i CC's own Job Training Partnership Act program.

"(The garden) is a laboratory for KCC's efforts to support diversified agriculture on the island," said Clyde Kodani, who sits on the UH Board of Regents.

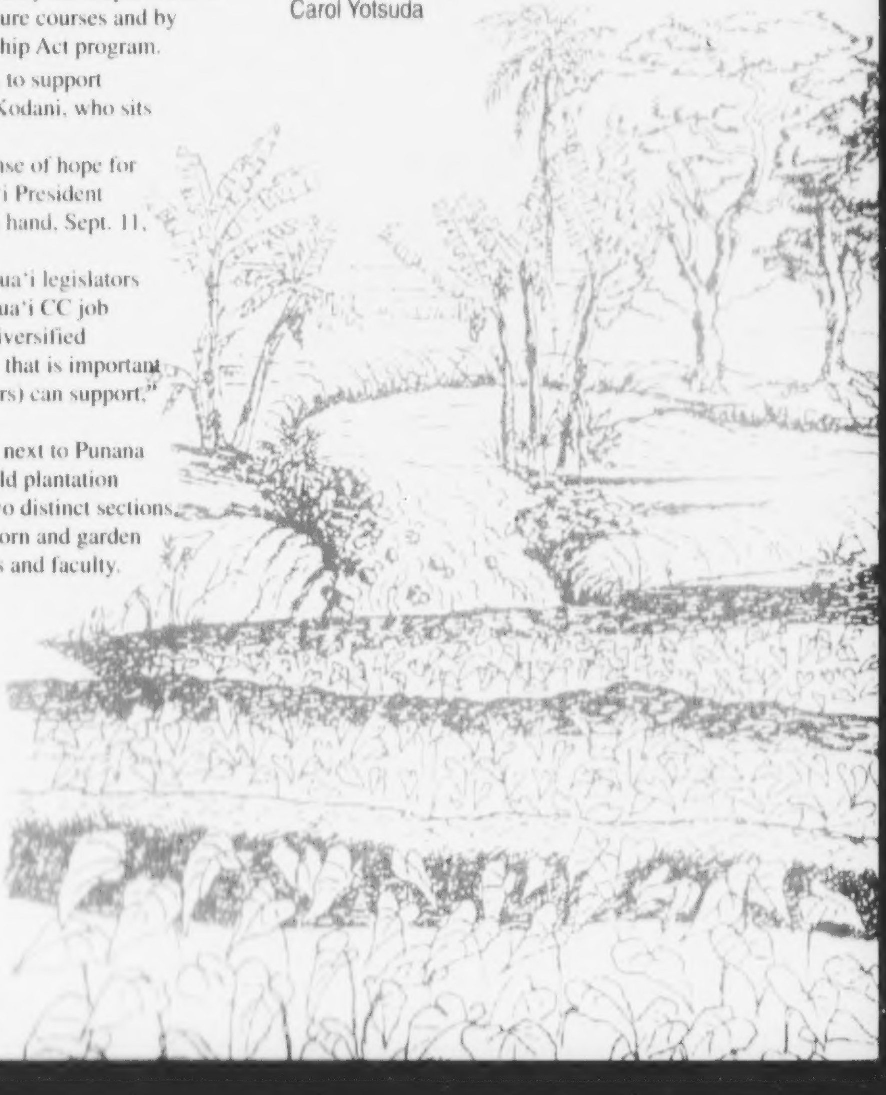
"It's my hope that the garden will provide a sense of hope for people in the program," said University of Hawai'i President Kenneth Mortimer. Mortimer and regents were on hand, Sept. 11, when the garden was blessed.

State Senator Lehua Fernandes Salling said Kaua'i legislators worked to capture $300,000 in funding for the Kaua'i CC job training program that will ultimately benefit the diversified agriculture effort."This is a role the university has that is important to the community, and it's a kind of role (legislators) can support," she said.

The garden sits on the west end of the campus, next to Punana Leo 'O Kaua'i, a Hawaiian language school. An old plantation irrigation ditch feeds the site and divides it into two distinct sections.

The main garden includes neat rows of sweet corn and garden vegetables being cultivated by Kaua'i CC students and faculty.

(Continued on page 12.)



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Chancellor's Message
Dr. Joyce S. Tsunoda

Giving Back to the Community
UH Community Colleges' faculty, staff and students volunteer their services to their community.

Marine Education and Training Center
Honolulu CC's Marine Education and Training Center may soon be part of sailing history.

International exchanges support edu-tourism
Community Colleges host international students in short-term study programs.

Joyce S. Tsunoda
Senior Vice President and
Chancellor for Community Colleges

Student retention: A shared responsibility

In my opening message for this academic year, I shared with you a table depicting the changes in our UHCC student population from 1965 to 1995. Today, more than 50% of our students are female, part-time, and/or transfer-oriented. Their average age has increased to 26+.

During my campus visits in September, I appreciated hearing positive feedback from many of you regarding these change data. I have also received positive responses from representatives of our state's business sector, who recognize the interrelationship of higher education with economic revitalization.

This month, my "spotlight on students" narrows its focus to the students who are degree-oriented. What do we know about these students, and what are we doing to help them successfully attain their degree goals?

We are fortunate to have longitudinal data about students' graduation and persistence rates, thanks to a project jointly undertaken by the University of Hawai'i and the National Center for Higher Education Management Systems (NCHEMS). The databases for this project are the cohorts of degree-seeking students who entered any of our seven UH Community Colleges between Fall 1987 and Fall 1993. This project looks at both "graduation rates" and "persistence rates." The former represents the proportion of students in a given cohort who started at a UH Community College and who subsequently were awarded a degree whether associate or baccalaureate. "Persistence" represents the proportion of students in a given cohort who started at a UH Community College and who were enrolled in successive fall terms.

The most recent report on this population (January 1997) reveals the following:

- Systemwide, 53% of degree-seeking students who begin their studies at one of the UH Community Colleges will return for their second year.
- On average, 27% will earn a degree after six years—19%, associate degree; 8%, baccalaureate degree.
- Transfer students outperform first-time students in overall graduation rates.

These results have remained relatively unchanged in NCHEMS reports from 1992, 1993, and now 1997. The percentages are fairly typical of community college populations nationwide. And while it is good to know that transfer students outperform first-time students in overall graduation rates, the baseline statistics are not good:

- We lose nearly 1 in 2 of our new degree-seeking students each year.
- Just 1 in 4 degree-seeking students will actually earn a degree within six years.

To me, these data reveal that a very serious challenge for our UH Community Colleges is the improvement of retention. We cannot continue to lose one of every two new students who come to us annually.

Whose challenge is it? It is a challenge to every one of us. First and foremost, it is a challenge to faculty, whose one-to-one contact with students is the very reason for our existence. It is a challenge to student support personnel, whose efforts during the admissions and enrollment processes guide students accurately toward their degree-completion goals. It is a challenge to academic support staff in our libraries, learning skills centers, and computing centers where "learning how to learn" takes place. It is a challenge to all institutional support staff, who make our campuses attractive, friendly, safe places where students want to return. It is a challenge to campus administrators, who must wrestle with reduced resources, increased costs, and heightened expectations from increasingly diverse constituencies. And it is a challenge to system administrators, who must promote what is best about acting as a unit while preserving the unique strengths of eight individual entities.

Yes—there are plenty of challenges to go around. But they are not insurmountable. Two of our campuses, Maui CC and Windward CC, drove to the very heart of this issue as they faced the possibility of serious enrollment declines for Fall 97. This past August, faculty and staff from both campuses sat down at their phones and began a telephone campaign, calling last year's students who had not re-registered. Their efforts paid off—both in increased enrollments of returning students and in valuable feedback about students' prior experiences on campus. I applaud Provosts Dyer and Sakamoto and their campus colleagues.

Throughout this coming year, I will encourage these and other efforts to improve our student retention. I welcome innovative ideas from all of you!

Joyce S. Tsunoda

Editor's Note: The NCHEMS Study cited by SVP/Chancellor Tsunoda is available online at: http://www2.hawaii.edu/iro/

Giving back to our community

Right: Students and faculty members from the Employment Training Center enjoy a hearty brunch before setting out for a day of caring.

'Day of Caring'

by Cammie Matsumoto,
Staff Development Coordinator

Volunteers from the Community Colleges went out in force on Sept. 11, to take part in the Aloha United Way's Day of Caring, a kick-off event for the annual fall statewide campaign. A record breaking 900 volunteers began their day of caring on O'ahu with a hearty brunch at the Neal Blaisdell Center before being sent out to one of 65 Aloha United Way agencies.

Be it spring cleaning in a group home for the elderly; organizing a social event for residents of a nursing home; painting lines in a parking lot; laying cement in a walkway; doing yard work; reading to children; teaching others to use a computer; or sorting out clothes at a thrift shop, UHCC volunteers came fully prepared and dressed for their day's task.

The Employment Training Center's office administration technology faculty, staff and students washed the exterior walls of the Kaimuki YMCA; prepped the Hale Kipa Youth Outreach Shelter for painting; and sorted and organized secondhand clothing and household items at the Community Clearinghouse.

As student Tinei Laititi reflected on her volunteerism, she said, "After a hard day's work, I found that I had gotten more than I had given…I know when I went to sleep that night that I had made a difference."

Dressed to beat Hawai'i's infamous late summer heat, a team of 15 volunteers from the Chancellor's Office worked side by side with ETC students at the Community Clearinghouse off Sand Island Road. In less than eight hours, thousands of pounds of clothing for all ages and for all sizes, from infants to adults, were carefully sorted and folded by item, gender, and size. At the end of their day, secretaries Kathleen Shimabukuro and Beverly Jimon, annual volunteers from the Chancellor's Office, both said: "It was worthwhile. It was a real day of caring. It was great working as a team."

Budget Director Debbie Nakagawa added, "Just let us know when you need us next year!"

The Chancellor's Office staff members sort and fold donated clothing at the Community Clearinghouse as part of Aloha United Way's Day of Caring.

'Moonlight Madness' at Hawai'i CC

by Verna Post,
Associate Professor at Hawaii CC

Kudos to the Hawai'i CC faculty, staff, friends, and families for participating in the American Cancer Society's "Moonlight Madness" on June 28 and 29. And madness it turned out to be! The evening started with a beautiful sunset and a very light drizzle. Team spirits were high as they prepared to honor their commitment to have at least two members on the Hilo High track throughout the 12-hour vigil. By 10 p.m., what started as a little drizzle turned into a full-blown rain storm with thunder and lightning. By 3 a.m., the rain was coming down in sheets with the wind blowing in an almost horizontal direction! Some areas of the track had water two inches deep. Through it all, the Hawai'i CC team was undaunted and remained on the track.

Thanks to all the Hawai'i CC donors and friends, the Hawai'i CC team raised $1,675.90 for the American Cancer Society—and the teams want to do it again next year. The event combined the efforts of service clubs, businesses, individual political supporters, and school organizations who pitched their tents and walked or ran the track to raise monetary support and recognize friends and family members who have suffered the ravages of cancer.

Hawai'i Community College
celebrates...
NATIONAL COMMUNITY COLLEGE MONTH

News Briefs...

Leeward CC clerical staff takes the initiative to promote campus

by Cindy Martin,
Staff Development Coordinator, Leeward CC

After attending numerous Academic Development Plan meetings, Leeward Community College's Clerical Staff Council members began looking for ways to help promote Leeward Community College. They brainstormed ideas, did some research, then decided to purchase 1,000 glitzy pencils for outreach counselors to distribute to interested students. The Clerical Staff Council also purchased license plate holders imprinted with the slogan, "Every Dream is a Possibility," for distribution to Leeward CC's ohana. The Leeward CC's clerical staff council raised money for this and many other endeavors through several fund raising projects held during the year, including their ever popular cookbook sales.

Clerical Staff Council members proudly display their promotional items. Clockwise from top right are Dixie Kawamura, Elaine Nakayama, Aileen Matsuda, Gail Harioka, and Betsy Kikuchi.

Maui Community College Skybridge to go digital

Maui Community College celebrated a historic moment with PrimeCo Hawai'i this past summer, that will lead to the eventual replacement of the Maui CC Skybridge analog system with a high capacity digital system. Skybridge has been reaching students on Moloka'i, Lana'i and in Hana with one class on one channel at a time. The new and enhanced Skybridge will give Maui CC the potential to broadcast more classes and to provide video and desktop conferencing, high speed data transmission and Internet access on up to 84 channels in the tri-Island area. The new technology will be phased in gradually, with an anticipated completion in 18 months.

"This is a momentous day in the history of Maui CC. This bigger and better Skybridge, made possible by PrimeCo's $75,000 investment, will significantly increase the educational opportunities for the youth of Maui, Moloka'i and Lana'i," said Maui CC Provost Clyde Sakamoto.

NCSEE conference promotes UHCC and DOE partnership

by Cammie Matsumoto,
Staff Development Coordinator, Chancellor's Office

After one-and-a-half years of working together, the planning committee members from the University of Hawai'i Community Colleges (UHCC) and the Department of Education (DOE) finally saw their efforts come to fruition at the 18th annual National Coalition for Sex Equity in Education (NCSEE) conference held this summer in Lahaina, Maui. The conference met with resounding success and further solidified the valuable partnership between secondary and post-secondary education.

The four-day conference, called "The American Culture…Diversity and Equity at Its Best," drew nearly 300 educators and national equity advocates. Participants came from all parts of the United States to discuss such topics as sexual harassment in the schools, gender equity in athletics, and School-to-Work initiatives, among others. They also heard from renowned expert in gender equity David Sadker, and keynote speakers Regent Ah Quon McElrath, U.S. Representative Patsy Mink and guest speaker Governor Benjamin Cayetano.

In addition, participants were treated to Hawai'i's cultural diversity through several special events. On the first night of the conference, they sampled a smorgasbord of ethnic foods at a reception, the "Maui Experience," at Lahainaluna High School. The following conference days had attendees participating in Japanese and Filipino folk dancing to the Hawaiian hula and lei making.

NCSEE member and conference liaison Ed Little said of his conference

(Continued on next page.)

From left to right: Mark Swalinkavich, PrimeCo Hawai'i project manager; Jeff Brennan, PrimeCo Hawai'i vice president and general manager; Dr. Clyde Sakamoto, provost, Maui Community College; and Robert Hlivak, radio engineer, Department of Budget and Finance, Information and Communication Services Division, State of Hawaii.

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Maui CC

Maui Community College's Cyber Camp a huge success

by Mona Stevenson

This summer, 38 of Maui's youngsters had a taste of college life and had a blast.. Mari Sato, 12, was one of them. She found herself loving every minute of her college experience, thanks to a new children's pilot summer program that was offered through Maui Community College's Continuing Education and Training (OCET). The program, called Cyber Camp, introduced youngsters, ages 9 to 18, to computer animation and design.

"I didn't want to come at first," said Sato, an Iao elementary school seventh grader. "I thought it would be boring."

Instead, Sato and the other cyber kids found themselves captivated by a unique interdisciplinary program that combined state-of-the-art computer graphic skills with the art of design and story-telling. The program was developed through a partnering of OCET's PACE (Personal and Community Enrichment) and CompTech (Computer Technology) programs.

After six weeks of daily half-day instruction, the students presented their projects to parents and guests, including the president of Canada's prestigious Emily Carr Institute of Art and Design. Each had created and animated creatures, developed story boards, wrote books, created a virtual reality gallery and a home page that illustrated tales once buried in their imaginations.

"The results were excellent and dynamic due to the team," said CompTech coordinator Cheryl Hudson.

MCC computer graphics instructor and MIT Media Technology graduate Louis Tomaino, writer Paul Wood, and Maui artist Phil Sabado worked with a team of volunteers—Clyde Mooney, Mike Barraque, Dana Bullock, Neil Soufo and Emelyn Simon—to provide hands-on assistance with projects througout the program.

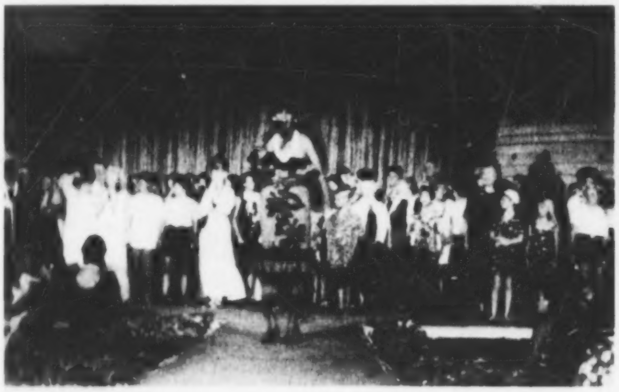
"There were a lot of cooperation and support from everyone on campus! It was very enjoyable," added PACE coordinator Barbara Bitner.

By the time camp was over, the teaching team had the youngsters doing 3D modeling and animation, photo manipulation, HTML coding, word processing and virtual reality modeling.

NEWS BRIEFS *(Continued from page 4.)*

experience: "Most of the time I was in awe and found it difficult to speak. It was more than we (national NCSEE) ever expected. The conference highlights were unbelievably valuable and diverse. The food was great. The speakers were fabulous. And they were all within this breathtakingly beautiful and completely mesmerizing atmosphere of the islands."

Indeed, the conference far exceeded the expectations of the planning committee's chairs as well. Kathy Damon, dean of student services at Honolulu CC; Sandra Okazaki, interim assistant state director at the Employment Training Center; Ada Toyama, Department of Education resource teacher; and Cammie Matsumoto, staff development coordinator for the Chancellor's Office, all concluded that the tedious and physically taxing pre-conference work was well worth the effort, especially upon hearing such rave reviews from conference attendees from across the nation.



Above: Beverly Lashley, Verna Kamakana and Sherrie Rupert help out at the NCSEE conference registration table. Left: NCSEE conference attendees participate in the finale of the "Maui Experience" extravaganza.

Supporting Hawai'i's Marine Industry

Marine Education and Training Center lends a helping hand

The Capeseeker pulled up dockside on Sept. 23, under auxilliary power with boat owner Robert Asakura, world-class sailor Bob Leary, also known as the man who designed Ala Wai Boat Harbor, and Brian "BJ" Caldwell on board.

The students and faculty members at Honolulu Community College's Marine Education and Training Center (METC) may soon be part of sailing history, as they lend a helping hand to a young sailor, Brian "BJ" Caldwell, who hopes to establish a new world's record for circumnavigating the world.

If the name sounds familiar, it's because Caldwell had set the record for the youngest person to solo circumnavigate the world last year. Ironically, the record lasted only two months. So now at the age of 21, he's resolved to circumnavigate the world again but this time nonstop and unassisted, which means being at sea for approximately 10 months with no port of calls. And to help him accomplish his goal are the students at METC.

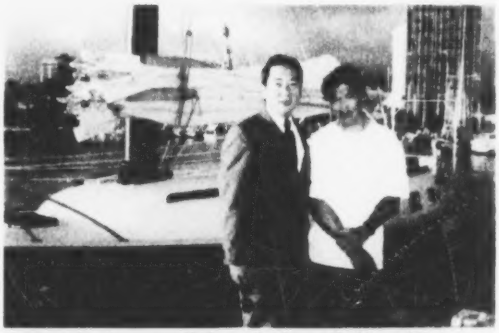
The Capeseeker couldn't be in more capable hands than at METC. The students and staff regularly take on live projects for the hands-on experience. And, they also have the luxury of working in a state-of-the-art facility. Industry leaders have called METC the finest small boat (boats under 70 feet in length) training facility in the nation.

No one knows this better than METC director David Flagler, who was a consultant on the development of METC for two years prior to moving here from North Carolina in 1995. As an associate professor and METC's director, Flagler has been a key player in setting up the educational program that offers students an Associates in Applied Science degree in boat maintenance and repair. He says that today's modern marine industry requires a wide range of knowledge such as composite repair and construction, wood joinery, painting, rigging, electrical trouble-shooting and installation, plumbing installation, propulsion systems and production mold fabrication."I don't know of any other program in the country that offers a two-year associate's degree like ours," he says.

Since its establishment two years ago, METC has become a major resource for the marine and boating industry—as a center for vocational training in the marine industries, and as a center for educating the boating community on issues of safety, use, maintenance and repair.

Hopefully, the Capeseeker will benefit from the knowledge and experience of the faculty and students, as well as the state-of-the-art facility at METC. Under the guidance of METC instructor Gary Brookins, the marine technology students will repair and service the Capeseeker as part of their normal curriculum. Some of the tasks include de-masting the sailboat, hauling the sailboat, transferring it to a hydraulic trailer, then off-loading it, as well as inspecting the thru-hull fittings, and surveying the hull. In addition, the students will be removing the sailboat's propeller with a hydraulic puller, preparing the bottom for painting, using an overhead crane to inspect and prepare the mast for repairs. Brookins expects this project to be completed in about four weeks.

So as the students count down the days to Brian "BJ" Caldwell's launch, we can only wait and see if METC truly becomes part of sailing history.



Capeseeker's owner Robert Asakura (left) and Brian "BJ" Caldwell stand at harborside fronting the Waikiki Yacht Club. The Capeseeker is in the background.

Continuing Education and Training
Marine Program

The Marine Education and Training Center has been in operation for a little over two years and is already establishing itself as a center for the marine and boating community. This fall, an array of weekend and evening noncredit courses are being offered on issues of safety, use, maintenance and repair.

For course schedules and costs, call 845-9296 for details.

International exchanges support edu-tourism

As strong supporters of edu-tourism, the University of Hawai'i Community Colleges recognize the positive impact of international student exchanges on the campuses as well as on Hawai'i's economy. For many years now, the Community Colleges have hosted many small groups of international students wishing to study while traveling in Hawai'i.

This summer, for example, Leeward Community College welcomed 18 students from Okinawa Women's Junior College in Naha, Okinawa, Japan, for a four-week international exchange program. This first cooperative venture between the two colleges included classes in English as a Second Language, lessons on Hawaiian culture, social activities with students from Leeward CC's Hawaiian Club, and numerous field trips to tourist attractions and shopping malls. The students spent three weeks at Leeward CC, including home-stay visits arranged in collaboration with the Hawai'i Okinawa Center in Waipahu, followed by one week at Hawai'i CC.

The value of this "edu-tourism" experience is evident from these student comments:

"(I liked) being able to learn and experience American Culture and lifestyle. Whatever we were doing, we were learning. Learning while having fun."

"I feel I have changed in a big way...I've learned that in a global society, what is important is to learn about another's culture and value each other's differences."

This particular Okinawa Women's Junior College visit was coordinated by Penny Johnson, Business Education Coordinator, and Lucy Gay, Director of Leeward CC's Office of Continuing Education and Training.

The University of Hawai'i Community Colleges offer these and other study programs at all seven campuses, which are coordinated through the Office of Continuing Education and Training. These study programs can also be customized to fit the specific needs of the visiting group, from professional training to academic enrichment.

Students from the Okinawa Women's Junior College pose for a photographic keepsake to take home with them as a reminder of their four-week international exchange at Leeward and Hawai'i Community Colleges.

1997 Chancellor's Award for Outstanding Service Honored

The recipients of the 1997 Chancellor's Award for Outstanding Service were honored at a festive ceremony held at the Chancellor's Office on Sept. 9. With family, friends and colleagues in attendance, Chancellor Joyce Tsunoda presented each recipient with a framed certificate and check for their contributions and service to the community colleges. Back row, l to r: Frederick Ventura, operations and maintenance supervisor at Maui CC; Michael Bowles, electronics technician at Windward CC; and Michael Wong, administrative officer at the Employment Training Center. Front row, l to r: Sheryl Lundberg-Sprague, student services specialist, Hawai'i CC; Gloria Santiago, library technician, Leeward CC; and Harriet Miyasaki, registrar at Honolulu CC.

TINA SHELTON
News Anchor and
Investigative Resporter at KITV-4 News
Attended Kapi'olani CC;
transferred to UH-Manoa

In the newsroom with Tina Shelton

The work is intense, the hours long and the stress is almost unrelenting. But Tina Shelton, news anchor and investigative reporter for KITV-4 News, wouldn't trade her job for anything else.

She loves the excitement of getting a story in under the wire and reporting on stories nobody else is doing. "Most days I'm covering the federal courts and the crime agencies over there, from customs to FBI and down the list," she says of her hectic schedule. "A lot of times I don't get back into the office until pretty late, sometimes as late as 5:30."

And for Shelton, that means she has to pull together her stories in a hurry before she goes on the air at six o'clock. "That's a bit extreme to get a package done in that short of time, but I guess it's just experience, and the fact that I've been doing this since 1977," she says in explanation of her calm composure.

Perhaps that's one reason for her longevity in television news. Two decades of covering the news could wear anyone out, but not Shelton. She's a survivor, having gone through three governors, three mayors, five presidents, two hurricanes, the gulf war, the rise and fall of Hawai'i's real estate, and the state's search for economic diversity. She's developed the strength and fortitude in reporting the toughest of news, including corruption in government, crime on the streets, and many heartbreaking news stories.

"Kapi'olani CC was the perfect intermediate step to Mānoa," she says reflecting on the low-cost tuition and the small classes.

If you've been following Shelton's career over the years, you'll probably remember seeing her on the KGMB-TV news program in the '80s, where she worked prior to moving to KITV five years ago. She fondly refers to her tenure at KGMB as the journalism school of Bob Sevey, who was the most revered news reporter in the islands at the time.

"There's still a few of us left," she says about her colleagues from the Sevey days. In fact, she credits Sevey for her first break in television news. "I got an internship through the Honolulu Press Club and Bob Sevey hired me," she recalls. "He felt very strongly at the time that it was important to give local kids a chance rather than hire from the mainland." She adds that a lot of the stations in Hawai'i are trying to keep that legacy going.

At KITV, for example, there are many recognizable University of Hawai'i graduates, such as former rainbow baseball player Howard Dashevsky and former football player Shawn Ching. Shelton, herself a University of Hawai'i graduate who received the Distinguished Alumni award in 1989, also attended Kapi'olani Community College before transferring to the Mānoa campus for the journalism program.

"Kapi'olani CC was the perfect intermediate step to Mānoa," she says reflecting on the low-cost tuition and the small classes. "Coming from a large military family, my parents were in no position to pay for my college education," she adds.

At Kapi'olani CC, she found exactly what she was looking for in an affordable, quality education.

The first of six siblings to go to college, she credits her dad for giving her the inspiration to succeed. She says affectionately of her dad: "He really showed me how important college was. Here is this man in his '40s, working full-time in the army at Ft. Shafter, attending school in the afternoons and evenings, and writing papers until late into the night. I was so proud of him."

She felt if he could do it, so could she. At $40 a semester at Kapi'olani CC, she could easily pay her own way through college. And when she transferred to Mānoa, she relied on the income from her four part-time jobs to get her through each semester, which at the time was $425 per semester. To pay her tuition, room and board, she worked at Oceanic Cablevision until 3 a.m., at Hawai'i Public Television after classes, at KHVH Radio as a weekend reporter, and at Jack-in-the-box in Kalihi. "I don't consider it a herculean effort on my part, but the real interesting thing about my college experience is what it says about our schools as being affordable institutions," she says. "I don't mind paying my taxes if it goes toward education."

Terayama on the Move

Lance Terayama
President
Island Movers, Inc.
Attended Windward CC and UH Hilo

Life sometimes has a funny way of turning out. Well, at least for Lance Terayama. If the electrical union hadn't closed its apprenticeship program in 1974, Terayama might be an electrician today, instead of the president of the largest moving company in the state of Hawai'i, Island Movers, Inc.

Sitting in his office, devoid of any semblance of an executive suite except for a few plaques and career mementos, Terayama recalls the circumstances and strange twist of faith that has led him to his successful career.

"My high school counselor took one look at my grades and suggested I get into a trade," he says. "I wasn't a very strong student; never had the discipline to study."

So on the advice of his high school counselor and the recommendation of his father, Terayama decided that he would join the electrical union's apprenticeship program, and eventually work for his uncle in the electrical business.

However, his mother had a different plan for her son. "She wanted me to try college, at least for a year," he says. "So to satisfy my mom, I enrolled at Windward Community College, thinking that I would eventually quit school and join the electrical union's apprenticeship program."

But as faith would have it, the apprenticeship program closed because of an over abundance of electricians. As a result, Terayama stayed in college—first going to Windward CC for a year then transferring to the University of Hawaii at Hilo, and later moving to California where he received his bachelor's degree in social sciences from California State College at Irvine.

"The Community College really helped in boosting my confidence in terms of being able to handle college work," he says. "I learned what was expected of a college student, and I was doing quite well in my studies."

Although his educational path carried him to many campuses, he recalls fondly his first taste of college life at Windward CC. "The Community College really helped in boosting my confidence in terms of being able to handle college work," he says. "I learned what was expected of a college student, and I was doing quite well in my studies."

His experience has taught him the importance of a college education and that it should be available to everyone. He is so adamant about this point that he has implemented a new program at Island Movers that allows full-time workers to pursue a college education on a part-time basis while accumulating a deferred college fund. The program, called the Island Movers Deferred Education Scholarship Program, is designed to assist full-time employees of Island Movers who are strongly committed to a college education, but who are unable to attend college full-time immediately after high school because of personal limitations or financial hardship. "The best part about this program is that the applicant will earn competitive wages and learn basic job skills in addition to accumulating scholarship funds," Terayama proudly states.

How did this local boy from Kaneohe rise to the top of the moving industry? Never one to toot his own horn, Terayama will not tell you about the long hours, hard work and commitment he has put into the job. Instead, he will attribute his success to "being in the right place at the right time" and, when given an opportunity, he tried to do his best.

Terayama basically started from the ground up. As a management trainee, he learned all the clerical positions, gained some valuable supervisory experience, and later, was given the opportunity to run the Maui operation. "I basically got the business off the ground on Maui," he says about one of his career highlights. "I was able to form a strong account base and stabilize the business before moving back to O'ahu."

When he returned to O'ahu, Terayama was promoted to vice president and was tasked with developing several new projects, eventually transforming Island Movers from a one dimensional company to a multi-dimensional business, offering a broad range of services. During his tenure at Island Movers, he has spearheaded the development of the courier and airfreight operation, the record storage division called Pro-File Record Systems, and the contract division that handles home deliveries for Sears.

His accomplishments have carried him up the corporate ladder to his current position as president of Island Movers, a position that never crossed his mind 17 years ago when he first applied for the management trainee job. "The employment agency counselor gave me two choices—manager trainee at Chevron Oil Company or Island Movers," he says recalling vividly that faithful moment. "I thought to myself, 'hmm, Chevron was a big company, I wondered what I would be doing there.'"

"I found out that I would be cleaning oil drums at Chevron's oil refinery," says a laughing Terayama. He decided to apply at Island Movers. And, the rest is history.

Haunani Apoliona commemorates students' achievements

When the semester ends, there is one rite of passage that many young adults aspire to experience—the college graduation. It represents years of hard work, self-sacrifice, self-discipline, perseverance and commitment to achieving that goal. And so, just a few short months ago, like so many classes before them, the 1997 spring graduation class of Windward Community College brimmed with pride as family, friends, classmates and instructors looked upon the celebration of achievement.

No one could be prouder of the new graduates than Office of Hawaiian Affairs Trustee-at-large S. Haunani Apoliona, who gave the keynote address at Windward Community College's commencement.

Her message at the commencement ceremony was simple, yet all encompassing. She spoke of maintaining a sound system of values and common sense to live by. She also said that these values were transportable…to be carried with you wherever life leads. The following is an excerpt from her commencement address, which focuses on these values.

E hana me ka 'oia'i'o - Let us work with sincerity.

That is…Let us work with sincerity and honesty to do the best job possible, use our personal and professional talents and skills to the highest level of excellence. Be genuine in our good feelings for one another. Be supportive in contributing individual talent and skill to the work of the whole.

E hana me ka ha'aha'a - Let us work with humility.

That is…Work with proper perspective of yourself in relation to others. Lead when it is your turn and do your best. Be a strong team member when it is time for the collective group effort. Lend personal commitment and dedication to achieving collective issues. Check the ego at the door. Recognize and acknowledge contributions of those that came before.

E 'olelo pono kakou - Let us speak at all time with goodness/righteousness.

That is…Speak with forethought and awareness of the power of words. Remember that words can be uplifting and positive as well as oppositely hurtful. Think before you speak so as not to regret later what you said. Follow through even on verbal commitments. Communicate thoughtfully and completely.

E nana aku i ke kumu - Let us look to the source (of our strength).

That is…Look to the source, literally and figuratively, observe with a keen eye, pay attention to detail, learn by watching and observing. Do your "homework" in order to make informed and accurate decisions.

E ho'olohe mai - Let us listen (to that source).

That is…Listen with a keen ear, listen to what is said as well as to what is not said. Listen well to instructions and advisement. Listen well to verbal communication.

E pa'a ka waha - Let us work not so much with the mouth.

That is…Observe and listen well, do not be so quick to talk immediately or to interrupt…but rather listen and watch. At the proper time ask for clarification, provide feedback, ask questions.

E hana me ka lima - Let us work more with the hands.

That is…After observing, listening and getting clarification…move to action, anticipate obstacles, seek to resolve or present conflict. Move to do the task, follow through and complete the job. Put forth the best effort possible. Don't just leave the task half-done or leave it for the next person to do if that is your responsibility. Take the personal responsibility to guide the task to completion.

Cunningham and Mattos honored at Windward CC

By Janine Tully

Windward CC English instructors Lillian Cunningham and Frank Mattos share at least two things in common: the love of words and recognition from their colleagues for contributions to education and the community.

Windward CC honored the two during its commencement ceremonies on May 16 at the Ronald E. Bright Theatre for their work in nurturing budding writers. Mattos received the Excellence in Teaching Award, "a highlight in his 25-year teaching career," he said. And Cunningham, who also was named top teacher a few years ago, was one of two faculty members in the University of Hawai'i system (excluding the Manoa campus) to receive the Faculty Service to the Community Award. Established by the Hung Wo and Elizabeth Lau Ching Foundation, the Faculty Service to the Community Award recognizes an "outstanding faculty member who has made significant contributions to the community."

For 12 years, Cunningham has been the inspiration and driving force behind Windward CC's writing retreats. The retreats have become magnets for both experienced and novice writers from the community who come from as far away as Makaha.

It pleases me to think that somebody thinks what we do is important and worthwhile," she said, sitting in her office in Waipa Building. The office doubles as a meeting place for Word People, Windward CC's literary club that Cunningham founded. The club also is publisher of the campus' Rain Bird magazine.

Cunningham attributes the popularity of the retreats, which have drawn as many as 50 people at a time, to people's need to have a creative outlet.

The idea is to create a non-threatening

(Continued on next page.)

atmosphere where people can write without distraction, she said. "We try to make it a point not to be critical but offer feedback. Writers need to feel that they are heard."

Mattos, whose office is next to Cunningham's, applies that same principle when teaching his computer-assisted writing classes.

Mattos believes Windward CC is the first college in the UH system to incorporate computers in English 100, expository writing, and literature classes. The method has piqued the interest of English teachers locally and on the mainland. Like some students, some teachers are reticent to make the transition from paper to computer screen, he said. One way Mattos tries to "delete" the fear of composing directly on the screen is by having students complete sentences on the computer. For instance, a sentence may read, "I like writing because…" and the student would fill in the blank.

"We get it down and then we get it right," said Mattos, using a phrase that has become his motto. Students do their assignments on Macintoshes in the Lono Building computer room, which he's made "student friendly." Each station comes with a desk lamp and a student manual that gives step-by-step instructions on how to use the computer.

To encourage interaction among students, Mattos has them break up into small groups so that they can critique each other's work. The technique enables him to be more of a facilitator than a lecturer. "I don't want to lose that personal touch of teacher-student; I value that too much," Mattos said.

To measure his success in computer-assisted instruction, Mattos developed a Classroom Assessment program, which other community colleges are now using. The results have been very positive, Mattos said. "Computer-assisted classes build students' confidence and expand their creativity. They become more efficient writers and feel better about the product," he said."Students also can apply computer knowledge to other fields."

Janine Tully is a student at Windward Community College and writes for the student paper, Ka'Ohana. This article was reprinted with permission from Ka'Ohana.

Australians renew exchange agreement

by Kristin Sawada

With the sun blazing down and hardly a breeze to be found, the Australian dancers were still the hottest thing on the campus of Kapi'olani Community College, drawing a crowd of students and faculty.

On Sept. 30, Kapi'olani CC had Aborigine friends visit from Australia. They came with the purpose of renewing an exchange agreement between our campus and theirs, the Jumbunna Institute of the University of Technology, Sydney, Australia.

Director of the Center for Australian Indigenous Studies at the University of Technology, Sydney, Bob Morgan, a representative for the Jumbunna, first visited Kapi'olani CC two years ago. He talked with Kapi'olani CC faculty about the development of student and faculty exchanges and study abroad programs, and in 1995, a formal exchange agreement was signed with the University of Hawai'i Community Colleges with Kapi'olani CC as the lead campus.

The main focus of this agreement was to develop a relationship between Hawai'i and Australia, and to develop a curriculum which emphasized comparative indigenous issues such as the similiarities in native Hawaiian and Australian Aboriginal experiences.

The visit of Morgan and the Jumbunna group reinvigorates this agreement. Along with a new life, comes a new vision—a two-year development plan that would promote student and faculty exchanges and study abroad. This two-year undertaking will come to fruition at the 1999 World Indigenous Education Conference, which will be held in Hilo. This conference will bring indigenous people of all nations around the world to meet with others like themselves, and exchange ideas on comparative indigenous issues such as land, language, kinship, political power, health, disease and healing.

During a visit of representatives of the Jumbunna Institute in Australia, dances of the Yidinji, Girma, Ku-Ku, and Kanju tribe were performed. Dressed in their traditional garb, members shown here, left to right are: Christine Evans, Alison Joy Page, Imelda Willis and Sean Jilkamul Choolburra.

Kristin Sawada is a staff writer for the Kapi'olani CC student paper, the Kapi'o.

1998 Excellence in Education Conference
"Who Are Our Students?"
Leeward Community College • 8:30 a.m. to 4:30 p.m.
Chairs: Deans of Instruction and Deans of Student Services

(Continued from front page.)

A smaller area, separated by the irrigation ditch, is terraced with taro lo'i under a project run by the Native Hawaiian Community Based Education Learning Center.

Ralph Kouchi, coordinator for the Kaua'i CC garden, said the project started two years ago with a simple greenhouse and plants donated by the Princeville Corporation.

"We just came down here and started," he said, with the help of students in the Job Training Partnership Act Summer Youth Employment and Training Program.

The garden continued to grow and became a valuable resource for a community grappling with hotel closures and the loss of sugar jobs.

"The thing is, it was all good timing," Kouchi said. "When McBryde stopped, we were already in place, and we had the momentum going."

The college formed partnerships with state and federal agencies that had diversified agriculture and job training programs. In turn, the work from these students helped to expand the garden and diversified agriculture program.

Kouchi said future plans include a tropical flower section where students will learn to grow and use the flowers in leis and arrangements. A fruit tree orchard is also envisioned along with a community garden. "We'll have homeowners come here and they can grow their own vegetables in their own plots," he said.

Farming classes will be offered to home farmers through an ongoing partnership with the UH College of Tropical Agriculture and Human Resources.

The Native Hawaiian section of the garden will eventually simulate an ahupua'a, which is a traditional Hawaiian land division that ties together a variety of natural resources, from forests and farmlands to coastal fishing areas. Five small taro lo'i have been planted so far, and more patches will be added along with a fish pond. Native milo trees will be planted at the highest level of the terraced land to simulate the native forest, and a traditional hale is in the works.

Samuel A'ea is the coordinator for the Hawaiian garden, which is being run by the Native Hawaiian center. "The project will help equip people with life skills. The whole thing is hands-on," A'ea said of the garden. Native Hawaiians can use the garden to rediscover their culture.

A'ea said he hopes the Hawaiian garden will be an avenue for bringing more Native Hawaiians into the college system.

Gregg Nitta is a reporter for the Garden Island. This story was reprinted with permission from Garden Island newspaper.

Getting ready to untie the maile lei at a blessing of the Diversified Agriculture garden at Kaua'i Community College, are (left to right): UH Senior Vice President and Chancellor for Community Colleges Joyce Tsunoda, Senator Lehua Fernandes Salling; Representative Hermina Morita; UH President Kenneth Mortimor; UH Regent David Ramos; Diversified Agriculture garden coordinator Ralph Kouchi; UH Regent Clyde Kodani; Kaua'i CC Provost David Iha; and the Reverend Hotch Kekoa.

University of Hawai'i Community Colleges

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Honolulu Community College
Kapi'olani Community College
Leeward Community College
Windward Community College
Employment Training Center

Island of Hawai'i
Hawai'i Community College

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Windward Community College's Hale 'Imiloa dedicated

'O wāwā ka hale, he hale ola,
'O wāwā'ole ka hale, he hale kānaka 'ole.

When the house is filled with noise (and animation),
It is the house of life—of living.

And if the house is quiet,
It is the house without people.

These were the poignant words spoken just before Kepā Maly, son of Jacqueline Maly, Windward Community College chair, natural science department, chanted the blessing and the *maile* was untwined, opening *Hale 'Imiloa*, the new science building on the Windward campus on Oct. 14.

The silence was broken and "noise and animation" were abundant, with the melodious sounds of the Windward CC chorus and the excitement of the guests. University and Community Colleges officials, legislators, faculty, students and friends attended the formal dedication of *Hale 'Imiloa*, the Hall of Discovery, beneath the majestic mountains that border the Windward CC campus. It was the birth of a new era for the college, and standing by like proud parents were Maly and Peter Dyer, provost of Windward CC.

Other "family" members included Kenneth Mortimer, president of the University of Hawai'i, Michael T. Unebasami, vice chancellor for administrative affairs who spoke on behalf of Community

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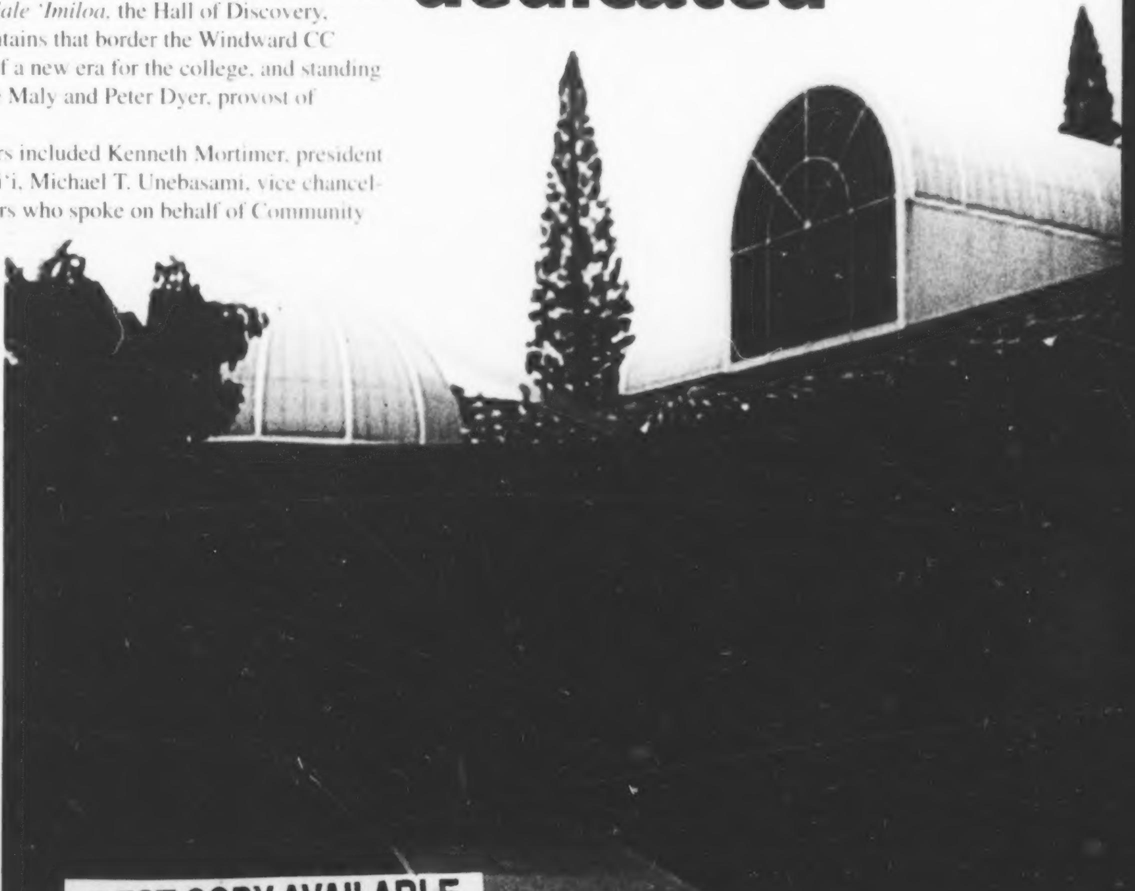

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Senior Vice President and
Chancellor for Community Colleges

The Community Colleges' Strategic Plan

This month, during their meeting at Maui Community College, the University of Hawai'i Board of Regents will vote on approval of the UH Community Colleges' Strategic Plan for the years 1997-2007.

Our Community Colleges' plan was originally shared with the Regents in Fall of 1996, and it was the subject of my message to you in the September 1996 Bulletin. This year, at a special Regents' workshop convened on October 16, I shared a report about our first year's progress in the implementation of this plan, as well as our priorities for the 1997-98 academic year. I would now like to share with you my comments about our 1997-98 priorities, because they build on our past successes in an ongoing pursuit of the five goals of our strategic plan.

We have four broad priorities for 1997-98:

1) A focus on students which includes improving recruitment, retention and student success for both credit and non-credit, resident and non-resident students;
2) Increasing accessibility to completion of the associate degree;
3) Restoring opportunities for professional renewal and growth; and
4) Pursuing academic entrepreneurship and fund raising opportunities.

Priority One: Students

Students have always been our focus. But in this coming year, we plan to pay even more attention to the increasingly diverse backgrounds and needs of our students.

First, we plan to improve student success by focusing on retention and degree completion. Student tracking studies have given preliminary indications that students who earn their associate degree before transferring to UH-Mānoa succeed better than those who transfer before completing the associate degree.

Second, we will work on varying the student mix, both resident/non-resident and credit/non-credit. We plan an aggressive recruitment effort at each campus, including recruitment of full-tuition paying non-resident students—within our 15 percent out-of-state enrollment cap. This does NOT mean we will change our current practice of giving enrollment priority to qualified state residents—especially in high-demand professional/technical programs. However, we see the benefits gained by a well-planned infusion of international students within our heavily locally-based student body. Also, we will actively recruit more out-of-state individuals to our non-credit programs—such as the short-term summer programs combining ESL with skills training in fields such as Food Service or Visitor Industry training.

Thirdly, we will respond to the increasing demand, particularly from working adults, for short-term, non-credit instruction. We will do this by planning a healthy balance of credit and non-credit courses as a normal part of each campus' educational offerings and as faculty's regular teaching assignments.

Also, as the new HOPE "Scholarship" provides tax breaks for lifelong learners seeking non-credit career related training, more of our campuses will follow the example of Honolulu CC and its successful "chunking" of the Early Childhood curriculum, in order to better serve that workforce. ("Chunking" refers to short-term, non-credit delivery of segments—or "chunks"—of credit instruction, often offered at the worksite, which subsequently can be re-converted to credit equivalencies through competency testing.)

I should note that as we move toward this direction, we need to change the current Student Information System—which records and reports only credit enrollments—to a system capable of following and reporting on both credit and non-credit enrollment.

Priority Two: Degree Options

Our second priority is to increase options for completion of the associate degrees using distance education and credit for experiential learning.

It is already possible for a student to take, via cable television, the complete range of course work needed to meet requirements for the AA degree. We also plan to develop the accessibility to AA and AS coursework via the Internet. In addition, Leeward CC, Honolulu CC and UH-West O'ahu are currently working on a plan to facilitate the awarding and transfer of prior learning credits. Their work should be implemented starting Fall 98.

Finally, through the University Centers, campuses will participate in the shared offering of 200-level courses, allowing concurrent registration for students. Such courses heretofore have been subject to frequent cancellation due to relatively low enrollment at the individual campus levels.

Priority Three: Faculty and Staff Development

Our third priority for the coming year is professional renewal and growth. This aspect of our operation has been severely short-changed in the past few years as our faculty have stepped up to the full limit on their teaching assignments and maximizing class sizes. The option of released time for curriculum

(Continued on next page)

First in the state to earn NATEF certificate

by Karen Hastings, *Honolulu CC*

Students now graduating from the Honolulu Community College Autobody Repair and Painting Program (ABRP) will receive a special certificate indicating that their training was from a National Automotive Technicians Education Foundation (NATEF) certified program. Honolulu CC's program is the only ABRP certified in the state of Hawai'i. The Automotive Maintenance Technology Program is also certified by NATEF.

NATEF is a branch of the ASE—Automotive Service automotive industry. ASE certification is the recognized standard for excellence for technicians while NATEF certification is the recognized standard for excellence in automotive training programs.

The program was informed of its certification following an on-site evaluation performed by industry in late Spring of this year. Sanford Sanborn, associate professor at Hawai'i Community College, lead the evaluation. He was joined by an on-site team including Jud Schandel, owner of Maaco Auto Painting and Body Works, and Dexter Kakazu, collision technician manager at Toyota Hawai'i. The grueling two-day evaluation covered all aspects of the program from curriculum to safety.

Certification applies to four different areas:

- structural analysis and damage repair;
- non-structural analysis and damage repair;
- plastics and adhesives; and
- painting and refinishing.

"Significant in obtaining the certification was the help provided by the Automotive Body and Painting Association of Hawai'i," said Tim Gruber, owner of Classic Body Works. "They provided a donation of a turn-key curriculum developed by the ICAR Association of Hawai'i."

It was Gruber who was instrumental in convincing the association to provide the donation. This curriculum formed the cornerstone of the certification process because it correlated with the NATEF tasks required for certification.

Gruber extended his congratulations to program instructors, Milton Tadaki and Alvin Cadelinia as well as Joe O'Brian and Damien Gouveia from the Employment Training Center (ETC). Sandra Okazaki from ETC provided major assistance in organizing the effort. Joey Torres, Fay Kondo, Dale Matsumoto and Alex Cho served on the program's advisory committee and spent an entire day conducting the program self-evaluation.

This certification is a significant event in the history of the Auto Repair and Painting Program and represents a two-year concerted effort of all members of the program and the advisory committee.

The Community Colleges' Strategic Plan *(Continued from previous page)*

development and professional renewal disappeared as we sought to sustain access despite shrinking resources. We will be moving toward reallocation of some of the available resources for curriculum development and professional renewal efforts in order to maintain quality.

Priority Four: Academic Entrepreneurship

Our fourth priority is academic entrepreneurship and fund raising. The community colleges welcome the University's recent focus on "academic entrepreneurship" because this has always been our interest. We will promote and nurture this, and we look forward to pursuing the friend and fund raising efforts of the upcoming campaign. We will also continue to make available our highly regarded technical programs, such as aviation mechanics, maritime training, health care and culinary arts to meet the demands of Asian-Pacific Regional training.

It is an ambitious agenda—but I am confident of our ability to pursue it. I welcome your comments, as well as your collaboration.

Joyce S. Tsunoda

MAUI CC PREPARING TO TELECAST

Maui Community College is celebrating its 30th anniversary this year with the Third AnnualTelethon, Saturday, Nov. 22, 4:30 to 11 p.m. More than 40,000 housholds will receive the telecast live throughout Maui County with a host of professional musicians and entertainers, including Keali'i Reichel, Uluwehe Guerrero, Amy Gilliom and Willie K. Ikaika Brown. We'll have more on the telethon and much more of the 30th anniversary in the next issue. The Maui CC's Media Center staff is pictured above, working hard but having a lot of fun preparing for the telethon.

– Mona Stevenson, Maui CC

Kaua'i CC yearly media conference a success

The Kaua'i Community College Office of Continuing Education and Training staged its Third Annual Provost Media Conference Oct. 15 in the Performing Arts Center on the Kaua'i CC campus.

Representatives of nearly all the Kaua'i electronic and print media were in attendance to hear Provost David Iha present a brief overview of the college's current and projected activities. Administrative staff and division heads were present to answer questions.

Provost Iha invited the media to visit the Kaua'i CC Campus Wellness Center, a part of the college's nursing program, which opened Sept. 5. The Wellness Center provides high quality wellness care to students, faculty and staff. It provides a clinical practice site for faculty and students seeking health careers. It also serves as a site for investigation of wellness-related research.

"The Wellness Center is proving to be a great success," said Rick Carmichael, Kaua'i CC nursing program director. "It is also a very busy place on campus!"

The media representatives were also given an update on a joint archaeological excavation project at Maha'ulepu Sinkhole in Po'ipū with Kaua'i CC, Fordham University in New York, University of California at Berkeley and Smithsonian Institute faculty and students.

And the media were briefed on the latest developments of the Pathfinder Project, part of a NASA project which Kaua'i CC has been selected to facilitate.

The group took a tour of the College's Diversified Agricultural Garden which was followed by luncheon prepared and served by the students and staff of the Kaua'i CC Culinary Arts program.

A special treat was presented to the attendees upon their departure: a bag of soy beans, picked that morning from the Diversified Agricultural Garden.

Leeward CC photo exhibit conveys a sense of connection

by Beth Kupper-Herr, *Learning Research Instructor*
and Cindy Martin, *Staff Development Coordinator, Leeward CC*

Young or middle-aged, serious or smiling, singly, in pairs or groups—they look directly at the viewer with honesty and pride.

The photos and captions in *From Pākala to Kealakekua: Being Gay in Hawai'i,* the exhibit displayed in the Leeward CC Library from Oct. 10 to 24, convey a sense of connection, of warmth, respect and humanity—of people treating each other like family. The traveling exhibit aims to raise awareness, highlight the strengths of our local gay and lesbian community and challenge homophobia in Hawai'i.

Developed by the Life Foundation and the AIDS service organization on each island, the exhibit was brought to Leeward CC by John Signor, Rae Watanabe and Joan Souza, Leeward CC's representatives on the University of Hawai'i Systemwide Task Force on Sexual Orientation. It was sponsored by *He 'Ohana Kakou* (We Are Family), the Leeward CC support group for gay, lesbian, bisexual and transgendered people and their friends and allies.

From Pākala toKealakekua is part of a number of events on the Leeward CC campus highlighting gay and lesbian issues, including a monthly film series and a schedule of panel discussions on same-gender marriages. The exhibit and the other events all aim to enlighten the Leeward CC campus about the gay and lesbian community.

As Joan Souza stated, "Knowledge is one way to dispel discrimination."

Comments at the exhibit's opening reception reflected the positive message of the photos. One student described the exhibit as a "good thing...enlightening"; another said, "Thank them for bringing it here...I know [the organizers] risked a huge backlash."

In fact, a "backlash" group of dissenters was present at the opening. This contingent of students (and a child or two) stood outside the library, protesting the exhibit with signs such as "Through God, gays can change" and "We have an exhibit too." They objected to the exhibit and expressed a desire for equal access to the library exhibition space.

Spectators view the photo exhibit From Pākala to Kealakekua: Being Gay in Hawai'i at Leeward CC Library last month.

In response to the protesters, one student commented, "The Library is a place to learn and be educated…[if you don't like it] don't go." Others found the exhibit relevant to the goals of higher education and open expression. One student stated that the exhibit "stirred discussion in several classes." Another enthusiastic student remarked, "That's the whole thing about colleges—be open-minded."

A cultural treasure at Hawai'i CC

by Verna Post, *Campus Correspondent, Hawai'i CC*

The accolades that have been bestowed upon her may fill a thesaurus: cultural integrity, awe, paralyzed by power and sheer esthetic response, spiritual power and dynamic are only a few that have been used in an attempt to bring some depth into the incredible cultural resource that is embodied in Pualani Kanahele, or Pua as she is affectionately known at Hawai'i Community College.

Pua is a full-time instructor of Hawaiian Language and Studies in Hilo and an historian on a professional level. On a personal level, she is a loving wife (her husband Edward Kanahele is an Hawai'i CC associate professor of history), a mother and a grandmother.

Through her initiative, Hawai'i CC is developing an academic subject certificate in Hawaiian Studies within the AA degree. She also spearheaded a *kūpuna* project to train older Hawaiians to work with young people. Her classes at Hawai'i CC are always filled with students eager to learn from this living Hawaiian treasure, and with her warm and compassionate energy, she inspires students to develop to their fullest.

Pua's mother, the revered *kumu hula* Edith Kanaka'ole, for whom the main classroom building at the University of Hawai'i at Hilo and the Edith Kanaka'ole Tennis Stadium in Hilo were named, passed the legacy of the *Hālau o Kekuhi* to her daughters when she died in 1979. Pua and her sister Nalani Kanaka'ole accepted the mantle of *kumu hula*, and in 1993 the *hālau* was named an International Treasure and the recipient of the National Heritage Fellowship Award from the National Endowment of the Arts, which is the most prestigious award granted by the federal government in the traditional arts.

In addition to the obvious love of *hula*, the family has also established the Edith Kanaka'ole Foundation that offers scholarships for summer cultural and educational immersion programs in Waipio Valley and throughout the island.

Photo by Linus Chao

Pualani Kanaka'ole Kanahele, regarded as a cultural treasure, is a full-time instructor at Hawai'i CC.

The January 1996 issue of Aloha Airlines in-flight magazine, *Spirit of Aloha*, featured Pua and her two sisters (Nalani Kanaka'ole and Ulu Garmon) on the cover along with a full picture story. The headline read: "The Pele Saga Through Hula. The Kanaka'ole sisters and their *Hālau o Kekuhi* recount the journeys of Pele, the volcano goddess, in a rare hula event." *Hālau o Kekuhi* performs low-postured, vigorous, and bombastic hula, called *'ai ha'a*, that are the personification of the power emanating from the earth and all its elements. The *hālau's "Holo Mai Pele"* is an evening of dynamic chants and hula in an historic dance drama. It premiered in 1995 with sold-out performances on Maui, at the Neal Blaisdell Concert Hall in Honolulu, on Kauai, and on the Big Island. Richard Chamberlain, Hawai'i resident and renowned actor of stage and television, in the Aloha Airlines *Spirit of Aloha*, said, "Every time they dance, they invoke the deepest roots of Hawai'i and celebrate the depth of its art, myth, and history in a way that is transformative."

An exquisite analogy by Pua Kanahele, a teacher and island treasure extraordinaire, takes us to the center of her being. She said in the *1997 Women of Hope* that the Hawaiian Islands, enormous rocks in the middle of the sea, may seem fragile, but they are firmly anchored to the bigger earth below. The Hawaiian culture she reveres and promulgates is guided by her steadfast strength, energy, and creativity in a similar way.

- *Danced for Dalai Lama, President Clinton, at Smithsonian Institution, in New York, Amsterdam, Asia, at folk festivals from Los Angeles to Kiev.*
- *1996 Cultural & Dance Treasure award, Office of Hawaiian Affairs.*
- *Wrote* Ka Honua Ola, Pele The Fire Goddess *and* Maui Chants.
- *1997 Keynote at Inroads/Asia.*
- *Featured in* 1997 Women of Hope.
- *Co-founder of Hui Mālama i Na Kūpuna, a preservation organization.*
- *Honored at UH 90th Anniversary.*

PROFILES IN SUCCESS

Spotlight on Successful Community
College Graduates

CASHMERE "CASH" LOPEZ
Nursing Instructor at Kaua'i CC
Graduate of Kaua'i CC
and UH Manoa

There's no putting her down

If there ever was a recipe for failure, Cashmere "Cash" Lopez's name should have been on it. She was struggling on Kaua'i--on welfare, the single parent of four children, nowhere to go and not much of a future.

"One day I overheard one of my children telling another, 'I don't have to worry about getting a job, I can always get food stamps.' And then another time my youngest said to me, 'Mommy, what are you going to be when you grow up?'" Lopez admitted. She decided then, it was time "to grow up."

And grow she did. It was 1984 and Lopez went back to school. She heard about the free training at the Job Training Center at Kaua'i Community College and enrolled immediately. She was in the first graduating class and passed with flying colors. After she completed the course, she was offered a position with the center. At first, Lopez said the job was a bit intimidating. However, the position meant working at the Kaua'i Community Correction Center, training inmates in pre-employment skills: GET preparation, basic skills and career motivation.

"I'll never regret working there," Lopez said. "I liked it because it was fulfilling. It motivated me to make a change. It built my confidence. I knew I wasn't an expert and didn't have all the answers, but I knew I could help, support and guide the inmates to make good decisions for their future education and training."

When federal funding for the program ran out in 1986, she took a position with the state as a secretary, but she never felt satisfied.

She thought of her childhood when she and her brother had been raised by foster parents. When they grew old, she provided home care for them. She recalled the nursing program offered at Kaua'i CC and made up her mind: she now knew what she wanted to do "when she grew up." She decided to enroll in the pre-nursing program at Kaua'i CC but only after a family meeting.

"I told the kids what I wanted to do and that it would probably take several years," Lopez recalls. "My youngest was eight at the time and my oldest was 15. They were all so proud and supportive. They promised to work together until I finished."

It was a steady push forward from then on. She struggled through 1987 with raising a family, working and studying at Kaua'i CC for her pre-nursing program. By 1990, she received her LPN certificate at Kaua'i CC and finally became a registered nurse in 1992. It was then she decided to pursue a baccalaureate degree in nursing. But she first had to return to Kaua'i CC to receive an Associate in Arts degree in 1993 before enrolling at the University of Hawai'i-Mānoa where she was awarded a bachelor's degree in nursing.

> *'My youngest said to me, "Mommy, what are you going to be when you grow up?". . . I decided then, it was time to grow up.'*

She financed her education with a full scholarship awarded to her by the Native Hawaiian Health Care System. She was the first scholarship recipient to be graduated from a nursing program.

She returned to Kaua'i in 1994, degree in hand and a job at Ho'ola Lāhui Hawai'i, a health care facility serving Native Hawaiians and funded by the federal government. Two years later, the federal funding stopped and Lopez was looking for work.

The Job Training Center came calling and she took a position there as an instructor in 1996.

But her first love had always been nursing, and when a position opened as a full-time nursing instructor at Kaua'i CC in August of this year, she signed up right away.

Through all of this Lopez has been an inspiration to all of her children. She is now a grandmother of four. Her oldest daughter, Felina, is 24. She, too, enrolled in the nursing program at Kaua'i CC and now is a special education aide.

Her son Jeff, 21, worked at Hale Haole, a facility for the disabled, until the funding for his position ran out. An avid dancer, he now teaches country western line dance as part of an exercise program at Kapa'a and Hanapēpē Community Centers.

It's been a struggle for James, 19, a single father. He had to face, but thankfully, has been able to overcome some difficult, personal challanges.

"He has earned his high school diploma through adult education," Cash said confidently. "I know he'll be all right."

Melody, 15, is her youngest. She is a sophomore at Kapa'a High School and someday has ambitions to become a lawyer. With her mother as an inspiration for success, she has a good role model.

Cash, at 43, has turned her life around—from a recipe for failure to a recipe for success. Is she finished? No way! She now has her sights on a master's degree. And she's sure to make it.

PROFILES IN SUCCESS

[illegible]

She loves the work that she does

If she hadn't gone to Leeward Community College, she would be sitting at an architectural engineering table somewhere, probably coming up with some rather innovative designs, but not as happy as she is now.

When you see her at work today, she's in jeans with her sleeves rolled up, helping aspiring television producers, directors or editors reach their fullest potential. And for her, this is the most rewarding part of her job.

Angela Angel (try going through life living up to that name) is a lucky person. She happens to love the work she is doing and is doing the work that she loves. It may not have happened that way had Leeward CC not be "just down from where my parents live."

Angel was a dutiful collegian when, in 1982, she enrolled at the University of Hawai'i, aspiring to become an architectural engineer. But she was unhappy there and wanted to focus on something else. In looking back, she says that she had been lost in the college atmosphere at UH. It was at Leeward CC in 1984 where a professor pointed her in the right direction.

"What I found at Leeward was the individual attention that I was looking for," she said. "Kay Yamada walked up to me and said, '…you look like someone who should do television.' And that was that! [Yamada] is retired now, but she has been such a great asset to that school."

It appears that Yamada was recruiting people for something called "The Leeward News," a closed circuit televised news program for the college. Angel thought, since she had a theatrical background and liked writing scripts, this was a natural.

"I feel so fortunate to have attended Leeward because it led me into my career," she reflected. "I got involved in the communication department and it completely turned my career goals around."

She completed an Associate in Arts program and continued working for a baccalaureate degree at UH-Mānoa. Meanwhile she took a job at Leeward CC in the Educational Media Center where she worked with Michael Pecsok who was developing the television production program at the time.

"He was my real mentor," Angel said. "He has a way with students, allowing them a lot of freedom with production equipment to be creative. And if you are not creative, you don't survive in this business."

Angel completed her degree program at UH-Mānoa and earned a Bachelor of Arts degree in liberal studies which you'll not find listed in the catalog. This is "Angela's" program: a combination of an art program (film as an art) and a communication program (hands-on video production).

Angel explained that each department had something of what she felt she needed to fulfill her career objectives, but there was no one program that brought it all together for what she wanted. It's a good thing that UH-Mānoa allows a student to create or "write your own" degree program as long as you can justify it. And if you sit down with Angel awhile you can see she had no difficulty in justifying the progam she wanted!

She began working with Pecsok at Leeward CC under contract in a position called an educational specialist, producing public service announcements and developing another news program for high school students. Eventually she was hired as production manager.

"I enjoyed working with Michael because he strives for excellence," Angel said. "He is very interested in doing everything the best way possible."

While working with him about five years ago, Leeward CC became the first campus to start experimenting with non-linear editing. It is a standard in the industry now, but not then. It is a computer-driven editing process that is best described by comparing it to how one can edit a word processing document on a computer as opposed to editing that same document on a typewriter. It was an extremely innovative process at the time.

ANGELA ANGEL
Training Coordinator, 'Olelo,
The Corporation for Community Television
Graduate of Leeward CC
and UH-Manoa

"I guess you could say that we were known as the mavericks," Angel said. "We tried to be in the forefront of the industry. We wanted the industry to get stronger and wanted to bridge our media center with the community."

Leeward CC ended up contracting with *'Ōlelo*, The Corporation for Community Television, to become a satellite center. She felt good to be part of such a group but felt a bit of a wanderlust and wanted to go back to the world of theatre.

UH-Mānoa Angel and a partner had a non-profit business doing live theatre for children, so in 1994 she left Leeward CC and began producing wonderful shows for elementary and high school children, teaching fables, the evils of drug abuse and other current issues.

"But my thing was TV. We wanted to move from live theatre to television shows," she related excitedly. "But, silly me! There's no money in that field here in Hawai'i! I was enjoying work. I had no money. I had just had a baby . . . baby's good! But I had no money and I wasn't doing television production."

She went back into the workforce, picking up some production contracts. One contract, with producer Sean McLaughlin, was the very successful "Open City TV" which was a capsuled news program of the City Council

(Continued on the next page)

Alumni and friends feed the masses

By Verna Post, *Campus Correspondent, Hawai'i CC*

It was breakfast for 900 at the annual Hawai'i Community College Alumni and Friends breakfast on Oct. 18 in the campus cafeteria.

"Well, it's not really an annual event," said Bobby Yamane, president of the alumni group. "We have them about every year and a half! I know we've had at least four that I can remember. What is memorable, however, is the enthusiastic help we have from alumni, faculty, staff and friends."

Breakfast guests were treated not only to a robust meal consisting of hundreds of papayas and eggs and thousands of sausages, but live entertainment provided by the multi-talented food service students. Participants were also able to shop at a country store for crafts, plants from the Hawai'i CC organic garden, food items and home made treats.

A portion of the proceeds from the event will provide support for monetary achievement awards to benefit outstanding students.

"In the past, we were able to give two scholarships of about $300 each," said Yamane. "This year, our contribution will be part of a student award program presented by faculty and staff. Although each monetary award will be smaller, it will benefit far more students and encourage them to return to Hawai'i CC the following year."

One scoop or two," asks Provost Sandra Sakaguchi (left) serving the rice at the Hawaii CC Alumni and Friends breakfast. She is joined by Claire Shigeoka, personnel officer (center) and Shirley Metcalf, director of [illegible] Continuing Education and Training.

She loves the work that she does

(Continued from the previous page)

meetings. It was produced for *'Ōlelo*. She also taught some television classes at Leeward CC and drama at Chaminade University.

In January 1997 she was offered a position as community project manager at *'Ōlelo*. It was a "catch-all title" for everything from community relations to hands-on television production. But in September 1997, she became the training coordinator for the company and was finally was doing what she wanted to do.

"*'Ōlelo* is a fantastic resource for the islands. It is a voice for the people who couldn't otherwise speak loud enough," Angel said. "This was their philosophy and they were really working hard to get there, but they were not there yet and I thought I could help. This is how I could really do a service to my community."

'Ōlelo works like this: It provides the "air" time for community groups and individuals who wish to express their opinions about any subject. The individual or group, however, must produce their own programs. *'Ōlelo* will allow use of the equipment and also will train individuals to produce their shows.

In her inimitable style, Angel completely revamped the training program that was already in place. She redeveloped the entire curriculum. Previously, with an unbelievably long waiting list, it provided a 13-weekend lecture program with numerous hand-outs but not much hands-on.

Angel's method is "walk in the morning and walk out at the end of the day" with all that you need to know. She changed the whole concept of mass classes into individualized instruction by developing a three-track program: a producer track, an editor track and a field technician track. Each track has six to 12 students per class. There are three rounds of each class in one month's time. Students can learn one aspect or all three. It's pretty hectic, but it puts them in a "doing" mode" rather than having someone "talking at" them.

One track is comprised of eight hours, four hours the first week and four hours a week later. In the interim, they work independently with the *'Ōlelo* equipment. For the second session, they join up with one person each from the other two tracks, making up a production team with one producer, one field technician and one editor. It becomes a "real world" experience.

"This is what they would have to do if they were doing it for a commercial TV station," Angel said excitedly.

The team produces something that actually is screened on television with a potential 800,000 people watching. It could be a short public service announcement, a promo or a three-minute piece on a current issue. But it is an accomplished work.

And that's Angela Angel, an accomplished work.

Angela Angel (standing) is hands-on with students learning TV editing at 'Ōlelo.

Computer technology gives architectural drafting students a competitive edge

by Susan Lee, *Community Affairs and Special Programs Coordinator*

Students currently enrolled in the architectural drafting program know that when they graduate, they will have an edge over the competition in finding jobs. Why? Because they have been trained in the use of the latest architectural drafting computer software programs, and because they are able to hone their skills in a computer lab dedicated for their sole use.

It all came about three years ago, when Honolulu CC instructors Michael Jennings and Doug Madden applied for a $100,000 federal grant to develop a computer lab/classroom that would move the program into the modern age of computer technology.

"When we first started, everything was done manually," says Jennings recalling his early years of teaching at Honolulu CC. "All the drafting was done on drafting boards with pencil and paper, except for one Introduction to CAD course, and that course was held in a computer lab shared by many different departments."

The impact of the grant money was felt immediately by faculty and students. An old manual drafting classroom was transformed into a state-of-the-art computer lab and classroom. The grant money was used to purchase new furniture, computers, CAD software, and a new system that allows the instructor to demonstrate on his station while the students view the demonstration at their own stations.

With Jennings doing the installation himself, the computer lab was up and running in no time at all.

"We went from a position where we were really behind in technology to where we're—in some ways—a little bit ahead of technology," Jennings says proudly of the computer technology enhanced program.

Today, the architectural drafting program leads the state with the most computer enhanced courses from computer drawing and rendering to spreadsheet and graphics courses. For more information about the program, check out the website at http://www.hcc.hawaii.edu/tech/draft.

Michael Blair Jennings is the 1997 Frances Davis Award Winner for Excellence in Undergraduate Teaching. He is a graduate of the University of Hawai'i at Mānoa, and a licensed architect. He says the best thing about teaching, besides working with the students, is the freedom to keep learning and growing. "When I was working for a firm, the tendency was to pigeon hole you into a position where you excelled," he says. But now as a teacher, he has the ability to upgrade his skills, learn new software and techniques, and then teach the students the new technology.

"And finding that one or two students who feel the same way as I do—wanting to learn more and gain more information—is really satisfying as a teacher," he adds.

KA'U SUGAR WORKERS DEVELOP NEW SKILLS — Ka'u, on the Big Island is beautiful yet rugged, and is now experiencing economic instability due to the closing of the sugar mills. That's why Hawai'i CC has stepped up its efforts to train the dislocated Ka'u sugar workers this past year. The Office of Continuing Education and Training at Hawai'i CC delivered a 12-week golf course/landscape maintenance training in cooperation with the Department of Labor and Industrial Relations, Workforce Development Division, that will help the sugar workers land new jobs. At the end of program, instructor Masaichi Takai presented 13 Certificates of Participation to those completing the course and who will soon be embarking on new careers.

– Verna Post, Hawai'i CC

Innovative program spawns unique learning community

Imagine this: A community of student and faculty scholars engaging in stimulating dialogue on a variety of issues that cross boundaries of time and discipline. Even quiet students participate enthusiastically in discussions and projects, and faculty look forward to each class session.

by Beth Kupper-Herr, *Learning Research Instructor, Leeward CC*

This scenario sounds like an educator's fantasy, but it's a reality this semester for six faculty members and their students at Leeward Community College and University of Hawai'i-West O'ahu. They're participants in an innovative, interdisciplinary, nine-credit course offered jointly by the two campuses. The course is a learning community whose theme is the nature of community.

The Fundamental Values of the Good Community—cross listed as IS 297 at Leeward CC and ENG 496Q, PubAd 496Q and SOC 496Q at UH-West O'ahu—serves as a capstone general education experience for the Associate in Arts degree at Leeward CC and a threshold experience for the baccalaureate degree at UH-West O'ahu. Since writing is an integral part of the course requirements, Leeward CC students receive Writing Intensive credit for the course while UH-West O'ahu students can substitute it for their required junior-level writing course, Humanities 310, Writing Skills.

This unique course was made possible with funding from National Endowment for the Humanities and the UH President's Educational Improvement Fund. Leeward CC and UH-West O'ahu were among only 17 institutions in the nation to receive the NEH funding. Students and faculty in the course spend every Tuesday and Thursday from 9 a.m. to 2:45 p.m. in the same classroom, with a break for lunch. The faculty, from the diverse fields of history, sociology, American studies, English, public administration and philosophy, work in tandem, presenting content and overseeing inquiry exercises in teams of two instructors.

Guest lecturers further expand the scope of the course. So far, Kenneth Kipnis, chair of the philosophy department at UH-Mānoa, has spoken on Cults and Community. Roger Ames, director of the Center for Chinese Studies at UH-Mānoa, has spoken on the Chinese Perspective on Community. Two Leeward CC faculty members, Barry Nakamura and Juliet Kono Lee, have also given presentations.

Learning the meaning of community in theory and practice simultaneously has proven to be a satisfying experience that earns praise from faculty and students alike. Patricia Kennedy, assistant professor of history at Leeward CC, described the learning community as "exciting."

"The discussions are rich and varied with faculty and students involved," she said, "...with input from different disciplines and perspectives." She also noted the benefits to the faculty. "We, as instructors, enjoy listening to each other's presentations. We'll listen from history, philosophy, looking at our own instruction with different information and new perspectives."

Rebecca Lee, associate professor of English at UH-West O'ahu and the project director, commented, "This is the most exciting educational experience of my academic career, which has spanned more than a quarter of a century. I don't want to go back to the old ways of teaching, and I hope UH-West O'ahu and Leeward CC can develop more of these wonderful educational experiences for our students."

Students have been equally enthusiastic. One student commented, "I didn't realize how interesting it would be. Better than my expectations." Another said, "[There's] not enough time for all the good stuff we got." Making an astute observation another remarked, "[There is] no difference between Leeward CC and UH-West O'ahu students—we're just one community."

The project has been so successful that it will be offered again in Spring 1998.

(From left) Rebecca Lee, UH-West O'ahu associate professor of English; Donald Thomson, Leeward CC professor of American studies/sociology; Patricia Kennedy, Leeward CC assistant professor of history; Linda Nishigaya, UH-West O'ahu professor of sociology; Gailynn Williamson, Leeward CC instructor of philosophy; and Ross Prizzia, UH-West O'ahu professor of public administration.

Windward CC students take a closer look in the new botany lab in Hale 'Imiloa. Standing (from left) are Eric Awa and Eric Martin. In the foreground (from left) are Deborah Schmeding, Simone Ostrapowicz, Neal Takahashi and Nicholas Paea.

Hale 'Imiloa dedicated *(Continued from front page)*

Colleges Chancellor Joyce S. Tsunoda.

Maly reflected on her 25-year wait for this historic event; Provost Dyer said it was the fulfillment of a dream, the first building he wanted to build; Mike Unebasami predicted that this was just the first of many facilities to come in the very near future to Windward Community College; and President Mortimer noted that this was the first building which he not only dedicated but also "dug the hole for [it] three or four years ago."

"I've been waiting many years for this," commented Maly. She added, "I'm the only one here since the college first opened. Our science lab was in Lono Room 103. The benches were casts-off from the Aquarium and we washed our test tubes in the ladies restrooms. We now have a state of the art building which reflects well the 25 years of history of the college. It is fitting that the dedication of *Hale 'Imiloa,* 'the house of discovery' coincides with Discoverer's Day."

In his remarks before the blessing, Kepā Maly continued that thought: "As we stand before *Hale 'Imiloa* to look far, to explore and to discover, we realize that a part of science also is looking at where we've come from—the foundation. Therefore, we have a responsibility and must use today's science to preserve that foundation."

President Mortimer felt somewhat "embarrassed" that this building was conceived at the same time that the Sports Arena was, and "that's been up and running for about two years now!"

But he felt there was something more important than that: "While we remind the public of our past accomplishments, we remind ourselves that our faculty bring distinction to the system—these are the people who show us how much we can accomplish even when we don't have the facilities."

With a look to the future, Mike Unebasami declared, "This building stands as a cornerstone for new development which will bring Windward Community College proudly into the 21st century. We celebrate today with the students and faculty who will breathe life into this facility on a day to day basis."

Hale 'Imiloa
A Community Facility

The new science complex evokes pride not only from the students and faculty, but from the community as well.

Maly was instrumental in persuading the Women's Campus Club, which has traditionally provided grants for projects only at the UH Mānoa campus, to provide a grant for Windward CC. The money was used to purchase display cases in the front hall of the building. They house exhibits which can be viewed by the entire community.

The natural sciences department has always maintained a good relationship with the Windward community. Last summer, the faculty work with the state Department of Education to open the Computer Center for a workshop for DOE teachers as well as students in grades K to 12—perhaps future Windward CC students.

The Aerospace Center, under the watchful eye of associate professor Joseph Ciotti, has had an eventful past, traveling from place to place on its way to its home at *Hale 'Imiloa.* It was first housed at Pua Hale Elementary School and then found its way to an empty hospital building on the windward side. The building plan for *Hale 'Imiloa* was designed to include the aerospace display.

"It was planned to excite students 'hooked' on space science to expand their interests into other science fields," explained Maly. "It is a real attraction to elementary and high school students as well as adults. Hopefully we'll see some of those students here when they graduate from high school."

Maly is proud of all her faculty. Each of the seven-member team has a doctorate and there is very little turn-over.

"Floyd McCoy [assistant professor, geology, geophysics, oceanography] conducts educational programs nationally. He launched a popular distance learning course on geology last year—he could write his own ticket," Maly explained. "Ingelia White has been a botany lecturer for 17 years."

She has been operating a plant identification center on campus where she has the facilities to help everyone identify their "mystery plants." There are only two plant identification centers in the country and the other is in Florida.

There is a faculty outreach program with the Polynesian Voyaging Society where a course, taught by the *Hokule'a* navigator Nainoa Thompson and other Windward CC faculty in the sciences and Hawaiian studies, has been designed to provide science credit for participants.

David Krupp, oceanography assistant professor, has worked closely with the DOE in a project called Summer Program for the Enhancement of Basic Education (SPEBE) where gifted high school sophomores and juniors spent the summer studying oceanography and marine biology.

Even Maly herself, as a national board

(Continued on next page)

Hale 'Imiloa dedicated *(Continued from previous page)*

member of the Hawai'i Association for Family Community Education, provides non-credit informal education in support of family concerns such as literacy, environment, family budget and crafts.

Providing these kinds of experiences has always been a part of Maly's plan. "Having access to science museums [in her hometown of Chicago] is what made me very interested in science as a youngster," she reflected. "We just don't have enough of that around here to pique their interests. And we can change that."

The future of *Hale 'Imiloa* holds that dream. The next phase, which is already on the drawing board, is a Planetarium that will benefit the entire community. And not just an ordinary planetarium. According to Ciotti, who is also Hawai'i's 1996 Carnegie Foundation Teacher of the Year, the facility will house Degistar equipment, a computer-controlled projector system the projects a fascinating image on a 180 degree dome. Unlike the Sky Skan which projects stationary images, the Digistar has animation capabilities which provide for a much most exciting presentation.

The design stage of the Planetarium is nearly completed. The first show in the 90-seat, 40-foot dome structure is expected sometime between 1999 and the year 2000.

There is not an aspect about the Windward CC science program, its faculty and now, *Hale 'Imiloa,* that doesn't stir the emotions of its chair. "When I die, I want my ashes scattered on this campus," she reflected. "And you can quote me on that!"

UP THE DOWN STAIRCASE — There is no elevator in the old Palama #4 Firehouse, built in 1902, which serves as home base for the Empolyment Training Center. ETC employees, all dressed appropriately for Halloween, line the staircase in the tower where the fire fighters would hang the long canvas hoses to dry. From the bottom are David Ciano, Sarah Hodel, Val Pedro, Geri Imai, Ida Hokama, Carolyn Antonio, Darla Serrao, Angela Meixell, Aloha Pang, Diane Nakagawa, Derek Inafuku and Erin Thompson.

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